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ABSTRACT

Designed to enrich social studies education at the elementary level, this manual provides teaching strategies and citizenship units for kindergarten through grade 7. Kindergarten students learn about rules, voting, interdependence, wants vs. needs, environmental protection, homes and backgrounds, and goods and services. Grades 1 and 2 focus on the interrelationships among the family, community, state, and nation. Grades 3 and 4 study local, state, and national government; political parties; government services; the judicial system; laws; natural resources; and global interdependence. Grade 5 students examine American history, taxes, budgets, lawmaking, the role of the courts, and vandalism. In grade 7 students are introduced to political science and economics concepts and participate in a budget simulation. Teaching strategies for all grades include case studies, using community resources, using the newspaper, quantitative inquiry, simulation games and role play, relating citizenship topics to global education, decision making and valuing techniques, using graphs in the classroom, and field trips. Each unit lists concepts, terms, objectives, materials, and procedures. Numerous reproducible materials are included. (KC)

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Improving Citizenship Education

Elementary Handbook

Edwin L. Jackson, Editor

Fulton County School System
786 Cleveland Avenue, S.W.
Atlanta, Georgia 30315

SO 014 690

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IMPROVING CITIZENSHIP EDUCATION PROJECT

Participating Teachers

1977 - 78

Greg Brigman	M. D. Collins High
Carla Bailey	Guy Well Elementary
Nancy Borgschulte	Laurel Hills Elementary
Jacque Coxe	Ridgeview High
Rachel Doster	Sandy Springs Middle
Jayne Dougherty	St. John's Catholic
Linda Lee	Guy Webb Elementary
Eileen McFadden	St. John's Catholic
Frances McKibben	Ridgeview High
Cindy Nestor	St. John's Catholic
Agnes Nichols	Guy Webb Elementary
Hazel Peppers	Laurel Hills Elementary
Bessie Phillips	M. D. Collins High
Jane Ricketts	M. D. Collins High
Susie Senter	Sandy Springs Middle
Kathleen Smith	Laurel Hills Elementary
Joan Striby	Laurel Hills Elementary
Monique Thompson	Sandy Springs Middle
Ann Wadley	Guy Webb Elementary

1978 - 79

Richardean Anderson	North Springs High
Vivian Bankston	Evoline West Elementary
Beverly Bell	Palmetto High
Marianne Berst	Kathleen Mitchell Elementary
Greg Brigman	M. D. Collins High
Patricia Burkhalter	M. D. Collins High
Jennie Carr	Milton High
John Coen	Roswell High
Donna Coppess	Palmetto High
Jacque Coxe	Ridgeview High
Rosa Durrah	Kathleen Mitchell Elementary
Rita Eckhart	Kimball Bridge Elementary
Amelia Fuller	North Roswell Elementary
Elaine Grindle	North Roswell Elementary
Mark Harris	Palmetto High
Mary Hedrick	Mt. Olive Elementary
Maureen Ireland	Milton High
Sandy LeSourd	Lakeshore High
Bob Macris	North Springs High
Frances McKibben	Ridgeview High

Elsie Morris	Kimball Bridge Elementary
Bessie Phillips	M. D. Collins High
Pete Poulos	Roswell High
Jane Randolph	Laurel Hills Elementary
Susie Senter	Sandy Springs Middle
Phyllis Shaw	Mt. Olive Elementary
Nancy Sheets	Cliftondale Elementary
Gail Weatherby	North Roswell Elementary
Jeanette Williford	Evoline West Elementary
Jody Wills	Collins High

1979 - 80

Frank G. Biggs	Ridgeview High
Donald Bradford	Palmetto High
Ella Mae Collier	Kathleen Mitcheel Elementary
Larry Conklin	M. D. Collins High
Anne Link	Roswell High
Marion Loeb	Roswell High
Sarah Martin	Kathleen Mitchell Elementary
Paul McKown	Ridgeview High
Mary Ellen Montague	Lakeshore High
Allen Nichols	Lakeshore High
Ann Plumer	Sandy Springs Middle
Thelma Primus	Mt. Olive Elementary
Diane Rawlins	Evoline West
Mabel Reid	Cliftondale Elementary
Jane Ricketts	North Springs High
Ava Small	Milton High
Larry Swaim	Lakeshore High
Rhoda Wexler	Lakeshore High
Mary Ward	Mt. Olive Elementary

1980 - 81

Patty Avery	Lakeshore High
Susan Broderick	S.L. Lewis Elementary
Rebecca Brooks	S.L. Lewis Elementary
Vickie Brothen	Jere Wells Elementary
Wanda Dent	Alpharetta Elementary
Barbara Farnell	Parklane Elementary
Betty Fey	Heards Ferry Elementary
Veronica Flounnory	S.L. Lewis Elementary
Charlotte Grundeis	Parklane Elementary
Martha Higgins	Seaborn Lee Elementary
Susan Hutchison	Seaborn Lee Elementary

Ethel Jackson	Parklane Elementary
Reda Johnson	Seaborn Lee Elementary
Nancy Jordan	Ridgeview High
Helen Kelley	S.L. Lewis Elementary
Ron Lane	S.L. Lewis Elementary
Marion Mizelle	S.L. Lewis Elementary
Edna Montgomery	Jere Wells Elementary
Marilyn Platz	Jere Wells Elementary
Bill Reese	Milton High
Beth Sanders	Jere Wells Elementary
Judy Sanderson	Alpharetta Elementary
Katherine Sheffield	Seaborn Lee Elementary
Geraldine Thomas	S.L. Lewis Elementary
Johnny Tolbert	Milton High
Dewitt Walker	S.L. Lewis Elementary

IMPROVING CITIZENSHIP EDUCATION ELEMENTARY HANDBOOK

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IMPROVING CITIZENSHIP EDUCATION

MARY A. HEPBURN

The Improving Citizenship Education Project (ICE) is a curriculum project aimed at improving components of social studies education which contribute to the civic or political awareness of students and prepare them for the responsibilities of democratic citizenship. The project is being conducted in the Fulton County School System in Georgia which curls around the western boundary of the city of Atlanta and serves a sprawling populous district of 35,000 students.

The ICE Project is not unique in its focus, purpose or funding. It is one of many similar citizenship projects which center reform efforts in the local school district, seeking to improve civic or citizenship education at the grass roots level. It is an example of numerous projects in the United States today which are funded under state guidelines by a state agency, utilizing federal funds obtained through Title IV of the Elementary and Secondary Education Act to meet state needs for educational improvement. Similar to other grass roots projects the curriculum enrichment program utilizes local community resources and state and local studies to motivate and instruct students for more effective and responsible citizen participation.

Although the Improving Citizenship Education Project fits the pattern of grass roots reform currently widely in evidence in citizenship education in the United States, it is somewhat unique in its organization and staffing and in its design. The broad system-wide model for change attempts to take into consideration multiple influences on student learning, or what Sarason refers to as "the importance of relationships" within the school setting (11).

Model for Improvement

A system approach to educational change is the guiding framework within which the improvement program is being conducted. The project attempts to move beyond a single variable approach to changing educational outcomes in schools. It promotes coordinated change in several factors which influence social studies education in the system. In the eight elementary schools and seven high schools taking part in the planning, implementation and testing of the curriculum, five variables have been designated as important to improving the citizenship knowledge, skills, and attitudes. These are (1) teachers, (2) school principals and other administrators, (3) community resource people and places, (4) the social studies curriculum guidelines for the county system, and (5) instructional materials used in the classrooms. These variables are treated as interrelated parts in a functioning system (1, 4, 5, 11). Each of these parts interacts with students in the educational process. Therefore, each is an influencing factor in the citizenship education of students. The project attempts to improve the parts, provide linkage among them and unify them by common goals so as to maximize their effect.

This is an ambitious design which involves several components of the complex social system of the school. However, the project organization and staffing provide for extensive resources and cooperative work efforts from the school system, the local community, and the University of Georgia.

Project Leadership Defined

A coalition of social science education specialists from the Fulton County School System and the University of

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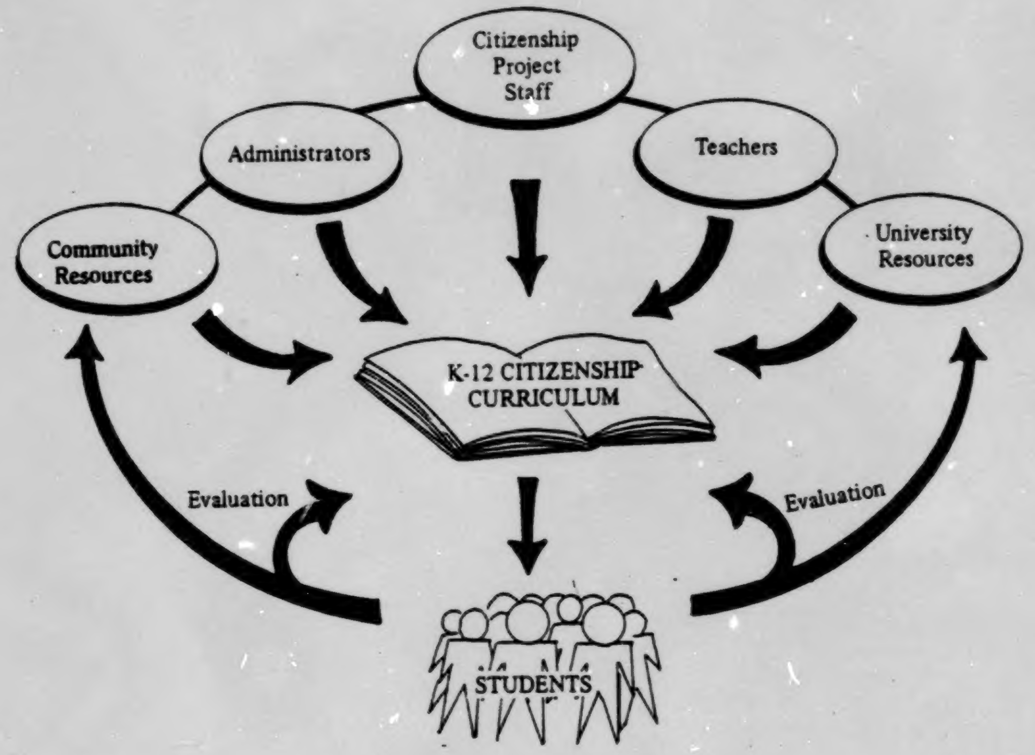

Figure 1.–Improving Citizenship Education: Curriculum Change Process

Georgia make up the project staff.[1] The school system's social studies supervisor serves as the director. Social studies teachers and school administrators throughout the district are acquainted with the supervisor for the assistance and curriculum leadership she has provided in the system for the seven years she has held this position. As overall project director she oversees finances and communications, coordinates the participation of teachers and school administrators, and serves as the liaison with community leaders in the program. An experienced social studies teacher from the system serves as assistant to the director.

University services to the project are coordinated by two staff members from the University of Georgia. A state government researcher and materials specialists from the Institute of Government is in charge of reviewing and evaluating available media and developing specifically needed instructional materials for the program. A social science education professor, whose area of specialization is political science and civic education, organizes and teaches in the staff development program and conducts the evaluation research activities.

This coalition of project leadership has worked well through the first two years of the project. Working in the framework of system modification calls for extensive planning, persistent and well-coordinated work efforts, cooperative decision making and a clear understanding of responsibilities. A staff of this type which is conceived as an alliance committed to common goals can draw on several types of skills and experience to share the heavy leadership and work responsibilities of such a broad program.

Teacher teams from eight elementary schools and seven secondary schools representative of the nineteen high schools and fifty-nine elementary schools in the district have worked closely with the staff in planning, specifically defining and carrying out the project. Teachers have played a particularly strong role in defining specific needs for student education and their own needs in regard to the content and direction of the teacher education component of the project.

Unified Goals

Citizenship education is conceptualized by ICE as a means of developing political awareness and preparing students for several levels of political interactions in their lives–in the peer group, the school, local communities, the State of Georgia, the United States, and globally. The process of gaining political knowledge and skills and developing political attitudes is related to day-to-day events which

Citizen Education Goal #4—"The Student Understands Basic Principles of Individual Rights and Freedoms, Learning to Make Choices in the Context of Concern for the Well Being of the Society As a Whole."

	Grade	
Government	12	Propose feasible alternatives for resolving cases of conflicts between individual and societal interests nationally and internationally.
American History	11	Trace the growth of civil liberties in U.S. history through political and judicial action.
World History	10	Determine the historical antecedents of guaranteeing the individual rights in ancient societies.
State and Local Government	9	Analyze U.S. court cases interpreting individual rights to determine ways in which the 14th Amendment has extended rights to the states.
Georgia History	8	Compare the Georgia Bill of Rights with the U.S. Bill of Rights and determine relationships.
Social Studies	7	From other civilizations and governments of the world give examples of how individual rights have been extended or reduced in relation to the power of the state.
Social Studies	6	Demonstrate a willingness to listen and consider the viewpoints of others in a role play of a conflict situation involving perceptions of individual rights.
Social Studies	5	State in their own words a summary of the guarantees of the bill of rights and give examples from personal surroundings.
Social Studies	4	Give examples of tolerance, equal opportunity, and group welfare in school life and determine some ways in which they apply to people in the county.
Social Studies	3	Describe the extent and limits of freedom in several specific cases concerning students in the school community.
Social Studies	2	Analyze the meaning of the democratic value of "respecting the rights of others" and demonstrate its application in the classroom and the local community.
Social Studies	1	Differentiate between private and public property used by students and members of their families.
Social Studies	K	Differentiate between individual and group interests and give examples of when those interests are different and when they are the same.

Figure 2.—Example of Instructional Objectives (K-12) Planned to Contribute to the Realization of A Project Goal

surround the student in these several levels of citizenship.

Nine general goals have shaped specific objectives and guided project activities. These goals are viewed as the desired long-term outcomes of student learning from the K-12 citizenship education program.

1. Understanding and acceptance of the responsibilities of U.S. citizenship.
2. Understanding of the structure and operations of local, state, and national government.
3. Understanding of the roles of individuals in the political decision-making processes.
4. Understanding of the principles of individual rights and learning to make choices in the context of concern for the society as a whole.

Understanding and acceptance of the responsibilities of citizenship is a long-term outcome of the program.

5. Understanding of the U.S. legal system and a commitment to rule of law.
6. Knowledge of current public issues and skills for evaluating alternative choices in regard to these issues.
7. Understanding of the interdependence of the global community and the political processes in operation internationally.
8. Understanding of the means to participate in school, local, state, and national political processes, and possessing the skills to do so.
9. Understanding of the need for government and community services and ways to secure, utilize, and contribute to these services.

The planning process, development activities and evaluation procedures have been guided by these nine goals as the project staff has worked with several parts of the system simultaneously.

Plans Outlined

In the first two years the staff worked with teams of elementary and secondary teachers from the 15 experimental schools to define concept areas and skills related to the projec
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Helen W. Richardson

to the project goals. The teachers then outlined instructional objectives and developed practical plans for integrating citizenship education into the social studies curriculum at each grade level.

Teachers have been involved in planning and carrying out the improvement program since the project's inception. Their own attitudes, knowledge, and skills are considered to be highly influential in the citizenship education process (1, 6, 3, 12). Consequently, teacher education or *staff development* has been a major component of the project involving considerable resources and time. Teacher seminars, conducted partly after school and partly on released time included informative sessions with public officials and political scientists as well as sessions on teaching strategies and curriculum materials. For example, both elementary and secondary teachers met with a group of city officials and county commissioners for an information session and roundtable discussion. Then, in separate elementary and secondary groups they participated in a half-day of demonstrations of media and methods for teaching about local government and local political issues.

Administrators, including the superintendent and his assistants and the principals of the fifteen experimental schools, have been involved in the project from its earliest phases. Their roles as shapers of the educational environment cannot be underestimated (11, 5). Their awareness of project goals and methods has been promoted through group sessions with the staff and teachers. They are kept informed of developments through a project newsletter and periodic conferences. The principals have been encouraged to provide the supportive school setting necessary for the teacher education program and the subsequent citizenship education activities with students.

Social studies curriculum materials including textbooks, supplemental books, simulation games, graphic materials and non-print media are being reviewed by staff and teachers for their applicability to meeting instructional objectives. The materials reviews are organized into primary, middle grades and secondary grades listings. Newly selected materials are being tried out by teachers in the pilot period in the schools.

Whenever possible the project staff and teachers utilize already developed curriculum materials which will fulfill content and instructional needs of the program. However, where there are serious deficiencies, such as the areas of local government services or state and local political issues as they relate to national and global concerns, new materials are being developed by the staff with the assistance of some teachers.

The county community is serving as an important project resource. An advisory board comprised of community leaders, public officials, and interested citizens has reviewed the overall goals, provided input into the planning stage, and reviewed progress of the project. Advisory board members and many other people in the community have contributed to the development of a community resource file aimed at increasing the use of concrete, first hand learning experiences in citizenship education.

These instructional activities take students into the community to observe and/or participate, or they bring community people into the schools. Such direct or field learning is considered to be important for (1) motivating students to study real problems and visible processes in a local context and (2) allowing them to apply and reanalyze what they have learned in more abstract form in the classroom (9, 2).

Effects Evlauated

The effects of activities within the several components of the project desing, such as teacher education, administrator education, and materails mobilization, are being evaluated by means of written knowledge and attitude tests, school and classroom observations, interviews, and daily logs. Student political knowledge and attitudes are also tested annually. Attitude instruments and knowledge and skills instruments for both elementary and secondary students were developed, pilot tested, and refined in the first year and administered to obtain diagnostic group profiles. These tests are also being used to pretest and post-test students so that experimental classes can be compared to control classes in matched schools (8).

Shift to the Grass Roots

The ICE Project is an example of a new trend in civic/political/citizenship curriculum development which has shifted efforts to the grass roots level. Unlike the late sixties and early seventies when major programs of citizenship education reform were initiated in the research and development centers of large universities and disseminated through national publishing houses, current projects aimed at improving citizenship education in the social studies are centered in local school districts, In part this trend appears to be a reflection of the decentralization of federal funding for educational innovation. However, it also appears to be a reaction to feelings of educators that curriculum improvements which were disseminated "from the top down" did not reach the necessary change agents in most school districts.

The trend may also reflect the frustration of educators and the public with recent extensively publicized reports of the National Assessment of Educational Progress indicating that the political knowledge and attitudes of young people are declining in the seventies (National Assessment, 1978). In part, grass roots projects appear to be promoted by the conviction in many state education agencies that curriculum development should take place in the actual school setting where it can be field tested at every stage and where student outcomes can be closely monitored.

The Improving Citizenship Education Project is one test of the effectiveness of curriculum development at the grass roots level. This multicomponent model for educational improvement can only be evaluated fully when longitudinal test results have been obtained and analyzed at the end of the third and fourth years. Meanwhile, the project's design which involves several school variables, provides practical programming for educational change and offers real hope for promoting the citizenship education of students throughout their schooling.

NOTE

1. The project director is Helen W. Richardson, Coordinator of Social Studies in the Fulton County School System. Edwin L. Jackson, State Government Associate in the Institute of Government and Mary A. Hepburn, Associate Professor of Social Science Education are the coordinators from the University of Georgia.

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CONCEPT AREAS

1. National Government Processes - federalism, bicameral lawmaking, executive power and roles, judicial powers, separation of powers, checks and balances, policy-making processes, interest groups, lobbies, electoral college, two-party system, bureaucracy, national revenues and expenditures, U. S. citizenship.

2. State and Local Government Processes - intergovernmental relationships, state and local lawmaking, state and local citizenship, services of state and local governments, financing services, executive leadership, bureaucracy, local interest groups.

3. Democratic Principles - popular sovereignty, limited powers of government, majority rule, minority rights, reserved powers, general welfare, constitutional republic.

4. Politics - political symbols, campaigns, elections, voting behavior, representation, public opinion, means and limits of political power, political socialization, political leadership.

5. Law and Individual Rights - rule of law, equality before the law, justice, the Bill of Rights, judicial principles, individual rights and responsibilities, limits of individual freedom.

6. Global Affairs - interdependence, multi-national organizations, United Nations, treaties, balance of power, international interest groups, trade agreements, deterrence, detente, international assistance and foreign aid.

7. Analytical Skills - making informed decisions on public issues, evaluating information and information sources, interpreting and evaluating quantitative data, distinguishing fact from opinion, synthesizing data from charts and graphs.

8. Participation Skills - conflict resolution skills, news awareness skills, registration and voting skills, skills for jury duty and participation in judicial process, party and interest group participation, career awareness, securing basic governmental services.

Specific Objectives for the Improving Citizenship Education Elementary Program

1.0 Know and apply specific facts, basic concepts, and processes related to government and politics.

- 1.1 Identify specific facts, processes, and basic concepts of national government.
- 1.2 Identify specific facts, processes, and basic concepts of state and local government.
- 1.3 Identify specific facts, processes, and basic concepts of politics.
- 1.4 Identify specific facts, processes, and basic concepts of law and individual rights.
- 1.5 Identify specific facts, processes, and basic concepts of global affairs.
- 1.6 Identify participation skills related to government and politics.
- 1.7 Utilize analytical skills with government and political data and issues.

2.0 Demonstrate commitment to democratic institutions, principles, and processes.

- 2.1 Express commitment to democratic institutions.
  - 2.11 Identifies magnitude of agreement with statements about political institutions as others should view them.
  - 2.12 Identifies magnitude of agreement with statements about political institutions as self views them.
- 2.2 Express commitment to community democratic processes.
  - 2.21 Identifies magnitude of agreement with statements about community democratic participation as others should view them.
  - 2.22 Identifies magnitude of agreement with statements about community participation as self views them.
- 2.3 Express commitment to school democratic processes.
  - 2.31 Identifies magnitude of agreement with statements about school democratic participation as others should view them.
  - 2.32 Identifies magnitude of agreement with statements about school democratic participation as self views them.

IMPROVING CITIZENSHIP EDUCATION: AN OVERVIEW

The Improving Citizenship Education Project was launched in the fall of 1977 to help meet a need for systematic curriculum planning, teacher education, and improved instructional materials aimed at generating improved student political knowledge and skills. The need for such an educational improvement effort has been evident in Georgia and the nation, and by 1977 citizenship education had been singled out as one of five priority areas for state-funded curriculum development by the Georgia Department of Education.

Georgia is one of many states which statutorily require that students be instructed in citizenship education.[1] While the specific components differ widely, an underlying assumption of the requirement is that students finishing high school should possess the knowledge, skills, and attitudes necessary to fulfill the duties and responsibilities of citizenship. A review of outcomes, however, indicated that something has been lacking—both in Georgia and the nation—as evidence by a variety of indicators:

- In the November 1978 general election, Georgia trailed the nation in percent of voting age population which actually vote—18.7%.
- Despite a native son in the race for the presidency, almost one million registered Georgians did not vote in the November 1976 election.
- In the 1974 general election in Georgia, 55 percent of the registered voters did *not* go to the polls.
- Juvenile crime rose 245 percent during a recent 13-year period.
- Vandalism in public schools is estimated to have surpassed $500,000,000—about the same amount being spent on textbooks.
- Americans in their teens and twenties participate less in governmental affairs than do other age groups, have less faith in the values of participation, and are responsible for more criminal acts than other age groups.

Results of a well-publicized national study of the political knowledge and attitudes of thirteen and seventeen-year-old students by the National Assessment of Educational Progress (NAEP) suggests that many of our youth border on political illiteracy.[2] Administered during the spring of 1976, the study showed that a bare majority of seventeen-year-olds knew that each state has two U.S. Senators and that the number of U.S. Representatives depends on the state's population. In addition, 33% thought that the President appointed members of Congress. Twenty-nine percent did not know that local governments do not make laws regarding military service, and the same proportion did not know that local governments usually operate public elementary and high schools. A third of the students felt it was unnecessary to vote if it appeared that the candidate of their choice wasn't going to win.

A significant discovery of the NAEP survey was that a great many students had no interest in learning about their government. "These figures are disconcerting when one realizes that within one year, these students will be of voting age, and the lifeblood of our democracy is dependent upon an informed citizenry," said Marie D. Eldridge, administrator of the National Center for Education Statistics, which conducts the National Assessment.[3]

Additionally, the American Bar Association warns that many Americans do not understand our legal system, the Bill of Rights, or the legal meaning of the Constitution.[4]

Professional educators have expressed growing concern about the political knowledge and attitudes of our students, and call for the need to revitalize citizenship education. For example, the National Council for the Social Studies has gone on record calling for a new effort to improve citizenship education.[5] The Council of Chief State School officers similarly expressed the conclusion that "recognizing the need for a new level of citizenship education may be the most important action this Council can take at this time.[6] The list of other organizations, experts, and political figures joining the outcry for citizenship education is almost too long to compile.

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[1] See John J. Patrick, *Teaching About State Government and Politics in the United States* (Bloomington, Ind.: Indiana University, 1977). As found in Georgia Code Annotated, sec. 32-657a, Georgia law provides:

> *All elementary and secondary schools which receive in any manner funds from the State shall provide the following course offerings and in the manner prescribed by the State Board of Education. (a) The State Board of Education shall prescribe a course of study in the background, history and development of the Federal and State Governments. The course in the study of Federal and State Governments shall be supplemented in each high school by a study of local county and municipal governments. No student shall be eligible to receive a diploma from a high school unless said student has successfully completed the course in governments provided for by this Section.*

[2] National Assessment of Educational Progress, *Citizenship/Social Studies, Report 07-CS-01* (Denver, Colo.: The Education Commission of the States, 1976).

[3] *The Atlanta Constitution*, Feb. 2, 1978.

[4] American Bar Ass'n., Special Committee on Youth Education for Citizenship, *Law-Related Education in America: Guidelines for the Future* (1975), p. 1.

How Does Georgia Fare?

As deplorable as the findings may be at the national level, the status of citizenship training in Georgia clearly fares worse. Regional rankings of seventeen-year-olds in the NAEP study mentioned above found students in the Southeast ranking at the bottom of the nation. Other striking evidence is found in a 1977 assessment of political knowledge and attitudes of Georgia high school seniors.[7] The survey revealed that only two out of every ten students understood the three major functions of government—legislative, executive, and judicial—executive, and and the system of checks and balances underlying them. Further, only one student in five believed that the individual citizen can make a difference through participation in governmental affairs.

To determine why apathy and alienation is so prevalent among our young people, Georgia's Senate established a special Young Adult Involvement Committee in 1976. Their study revealed that young people between the ages of eighteen and twenty-five had the lowest voter turnout in the 1974 general election in Macon. Senator Lee Robinson, a member of that committee, viewed the data as indicative of voter turnout in the rest of the state and as evidence that young people do not know how the democratic form of government functions or how to successfully voice their preferences within the legal system. He cited a real need to develop a new passion for government and instill it in our youth.

Other concern was expressed when Representative David Scott of Atlanta called for a "revolution" in public school systems to assure that all students complete high school with the tools for survival. "No society can survive," Scott charged, "if it fails to persuade its young people to choose the path of complete involvement in the actions and decisions of their day."[8]

Realizing the significance of the low level of student competencies nationally and on the state level, the Fulton County School System initiated action to determine the scope of the problem locally. In May 1977, an assessment was conducted of seven randomly selected ninth grade classes in the Fulton County School System. The instruments were a multiple-choice test of political and legal knowledge and an attitude inventory of the inclination to participate in a variety of political activities.[9]

The analysis of the test results indicated low levels of political knowledge among the Fulton County students. To cite several examples, the results demonstrated that less than one-third of the students were aware of the current method of nominating major presidential candidates, even though the test was given only six months after the 1976 presidential election. Moreover, only one-half of the Fulton County ninth graders knew the purpose of lobbying. Only one in four knew the function of a grand jury.

Attitudinally, only 24% indicated that they might run as a candidate for the state legislature. Almost half would not conduct a telephone opinion poll to find voter preference if asked. Furthermore, the students appeared attitudinally neutral toward other types of political participation.

Prior to use in Fulton County, the 60-item knowledge test had been used in ten school systems in other states—two in North Carolina, four in South Carolina, and four in New Jersey. A comparison of mean scores for the Fulton ninth graders (20.92) and for students from non-Fulton schools (27.70) showed a significant difference (at the .01 level) and was further evidence of the need for a systematic program of educational improvement in citizenship. Thus, in October 1977, the Fulton County School System initiated the Improving Citizenship Education Project with the specific purpose of generating significant improvement in the citizenship knowledge and attitudes of elementary and secondary students. Nine learning areas were defined to guide the development of specific learning objectives throughout the elementary and secondary grades:

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[5] "Towards a Reconceptualization of Citizenship Education: Preliminary Report of a Conference on Citizenship Education," sponsored by the National Council for the Social Studies, March 20-21, 1976, Indianapolis, Ind.

[6] "A National Conference: Education and Citizenship: Responsibilities for the Common Good," sponsored by the Council of Chief State School Officers and the U. S. Office of Education, September 1976.

[7] Atlanta Assessment Project, "How Well Prepared Are Young People in Georgia Today to Live in the Society of the Future," (Atlanta: Atlanta Public Schools, April 1977).

[8] *Atlanta Constitution*, May 12, 1977.

[9] Both tests were developed and validated by the Institute of Political and Legal Education in Sewell, New Jersey.

1. Understanding and acceptance of the responsibility of U.S. citizenship.
2. Understanding of the structure and operations of local, state, and national government.
3. Understanding of the roles of individuals in the political decision-making processes.
4. Understanding of the principles of individual rights and learning to make choice in the context of concern for the society as a whole.
5. Understanding of the U.S. legal system and a commitment to rule of law.
6. Knowledge of current public issues and skills for evaluating alternative choices in regard to these issues.
7. Understanding of the interdependence of the global community and the political processes in operation nationally.
8. Understanding of the means to participate in school, local, state, and national political processes, and possessing the skills to do so.
9. Understanding of the need for government and community services and the ways to secure, utilize, and contribute to these services.

USING CASE STUDIES

How does the use of case studies help the learner?

A free play of ideas in the classroom is basic to learning in social studies subjects. The interaction among students and between students and teacher is a vital ingredient of social studies instruction. Independent thought is encouraged through exposure to a variety of ideas. When students express their thoughts freely in the classroom, learn to take account of the ideas of others, and evaluate and form their own opinions, they are learning to be more independent.

The case study approach is an ideal method for promoting idea exchange in the classroom. A case study is a "slice of life." The content of a case study, whether it be a transcript of an actual court case, newspaper story, excerpt from a diary, or narrative describes an actual or life-like event or situation. The student is confronted with an account of an actual happening and not a remote textbook account. In addition to bringing reality into the classroom, the case study presents a problem or concern for the students to analyze which can help you promote creative and critical thinking.

Students become active participants in learning when they exchange ideas generated by a life-like situation. They may use the information presented in a case study to formulate their opinion to share with their classmates, listen in a discerning manner to their classmates' opinions, and come to a decision regarding the problem.

What are some advantages to the teacher?

Case studies provide an alternative or a supplement to the textbook as the primary source of information. The teacher can introduce amazing flexibility into the presentation of content by using a vareity of case studies. Abundant material can be found in easily accessible sources for illustrating any topic of historical or contemporary interest. The use of material from current publications will stimulate thinking about conflicts in our present society.

A case study can also be introduced at any stage in the devevelopment of a unit or topic. In the beginning of a new topic a case study is appropriate for proving background information, focusing on key concepts related to the topic, or stirring up controversy on a major issue. At later stages case studies provide students with the opportunity to apply tentative hypotheses to an actual situation, or to develop new hypotheses with the introduction of additional information.

As mentioned before, case studies are invaluable aids for involving the students in the reaility which confronts them. Teachers who wish to create classroom situations which promote active student participation in learning may do so with the case study approach.

What do you need to know before you begin?

Students are often disposed to search for the right answers to questions posed by their teachers. To successfully bring them out of this mode of interaction and into a frame of discussion which focuses on their independent thought, the teacher must strive to create the open classroom climate which is conducive to inquiry learning. If students are convinced that their ideas will receive a fair hearing and will be readily accepted, they will be inclined to raise their own questions and search for their own answers. The idea exchange which is essential for resolving a problem is dependent upon the free expression of varying points of view.

You, the teacher, will determine the response of your students in inquiry discussion. As your students attempt to analyze the problem at hand, you must focus the discussion on their ideas. Avoid dominating the resolution of the problem with your own thoughts on the subject. Students will become actively involved and will evaluate alternative solutions only as you both allow and encourage them to do so.

How will you incorporate citizenship case studies into your usual instructional procedures?

The case study lessons which you may choose to use in your classes will be only one part of your total instructional strategy. The comprehensive plan for your history course, or geography course, or economics course is molded around the broad instructional goals which you implement through your own variety of instructional techniques. Obviously those goals can be achieved with a vareity of methods and the case study is one example.

20

You will select your resources by judging their relevancy to the broad topic areas of your course. Within these topic areas you may search for material to support the particular concepts or issues to which you assign the most importance or which you feel are most suitable for your students. This manual provides you the opportunity to select already developed cases or to develop your own using any of these as models. Examine the concepts or topics listed at the top of each sample lesson. Take note of those which are relevant to your needs. Then review the lessons which appear to be content relevant to decide their suitability for your students.

For example, suppose a teacher who is teaching an American History course would like to teach citizenship concepts regarding The Presidency. An appropriate lesson may be the one in which the following key concepts are listed:

presidential leadership

presidential decision-making

The case study on Franklin D. Roosevelt in 1933 could be useful.

What can you expect to accomplish?

We know now that the case study lesson is a valuable strategy in the inquiry mode of instruction. Through case studies teachers can increase their students' awareness of timely issues of public concern. Students are asked to rationally examine their beliefs and the beliefs of their classmates. The observations, analysis and self expression initiated by a controversial case will produce a lively discussion in your classroom.

USING COMMUNITY RESOURCES

In general, utilizing community resources can provide exciting supplements to textbook lessons and additionally can reveal future vocational opportunities. Traditionally, however, exploring community resources has meant taking a trip to the fire station and having a police officer come out and talk to students about crime prevention. Though county (and city) fire police departments provide vital services to the community, there are other less visible community helpers who also provide important contributions. Whether taking a tour of a restaurant or bank, or inviting a "community helper" to come and speak to the class, the teacher still has a crucial task of planning the activity in such a way as to maximize the educational impacts on students.

What Teachers Should Know Before Introducing a Community Resource

There are three important factors to consider when planning to introduce a community resource to students: (a) a particular service's relevance to students' lives, (b) how presentation formats can be tailored to meet the developmental needs of students, and (c) how to obtain and best utilize speakers. In each case the teacher is the only one in position to make the kind of judgement which will most benefit the students.

Regarding relevancy, at the completion of a visit or presentation students should at least be able to answer the following questions. Does this community resource produce a "good" or a "service?" Why is it important? What kinds of things does this "helper" actually do each day? How can students obtain this service or product (assuming it is free)? What equipment is used by the helper? In addition, the teacher may need to prepare students in certain ways prior to a visit because different aged students often have different interests altogether. Visiting a commercial bank or savings and loan institution may not be very interesting to a student until he or she comes to understand the importance of saving money for a major purchase (whether it is a skateboard, bicycle, or car). Likewise, the inside of a courtroom appears like the Wizard of Oz unless students are prepared for the visit with background information about typical problems handled there and how they themselves might become involved.

If a speaker or presentation is to take place at school and in the classroom, particular problems in format are immediately apparent. Timing is important to make sure the speaker is in class and ready at the time when the students are present. Scheduling such events usually means the teacher must call the party again the day before to *confirm* an appointment. Also, the instructor should provide a map and have someone direct the speaker to the right classroom.

The ICE project materials include a Community Resource Directory which can supply teachers with initial contacts for speakers. In addition, political officials, lawyers, judges, doctors, public health officials, librarians, stock brokers, and representatives from the League of Women Voters, 4-H Club, County Extension, or Chamber of Commerce will come out and speak given sufficient notice. Also, telephone companies (i.e., Southern Bell) have special direct dial presentations in which an entire class can speak with an important official by phone free of charge. A sheet including helpful hints for recruiting speakers has been included with this introduction.

Once a speaker has consented to come, it is the teacher's responsibility to help that person understand the type of presentation best suited for a particular age-level class. Hands-on demonstrations or physical activities should be included at the elementary level, especially if the presentation scheduled is lengthy. For secondary students a question and answer period after a five minute lecture usually proves more productive than a 30 minute speech.

Finally, the teacher should plan to have some type of follow-up or evaluation activity to help students reflect on what they have seen and heard. A mini-lesson developed around a particular resource can sometimes help students pursue questions raised by a field trip or speaker's visit. If sufficient planning goes into having a speaker or field trip about a community resource, students will be motivated to ask questions and acquire more knowledge instead of treating the occasion as another free period.

BEST COPY AVAILABLE

A Dozen Helpful Hints on
How To Get a "Yes" from Potential Speakers
(Written by an Anonymous Source)

1) Do your homework! If you know something concerning the person you are about to call, it appears that you have singled him/her out for the task.

2) If you have a mutual friend you can suggest that ____________________________ indicated that (s)he would be the perfect person to speak on the topic.

3) Stress the fact that the students will receive diverse points of view. If you have someone else who will be talking on the same subject from a different perspective, let the person you are calling know that you feel it is extremely important that the students get his/her views and ideas.

4) Let your potential speaker know that it will be painless! Convince him/her how much fun it will be and how interesting the students are!

5) Be polite, friendly and humble; thorough, but quick.

6) If the speaker says "no," get a suggestion of someone else. Then you can call the next person and use the original contact's name.

7) Let your speaker feel that no one else can do as good a job as he or she will do. Everyone needs a pat on the back!

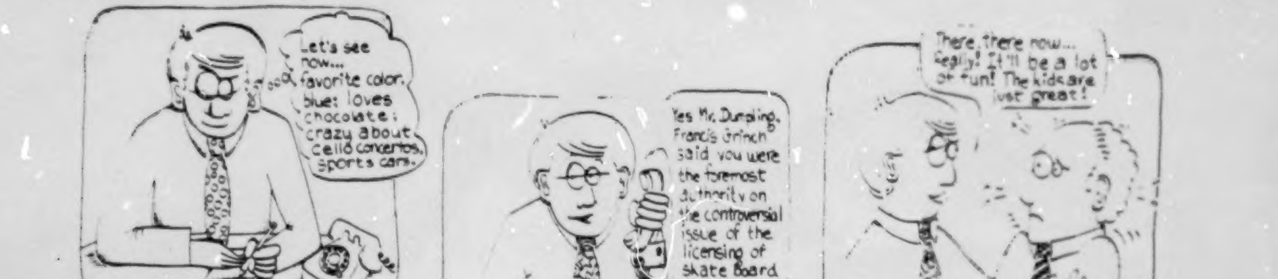
8) Remember secretaries' names. When you recognize them by name the next time around, you'll be surprised how fast you get through to the boss!

9) Make sure that your potential speaker realizes that this is a special evant.

10) Don't be afraid to be a little agressive, but don't be overbearing.

11) Most people find it hard to say "no", especially when you appeal to their egos.

12) Always follow up with a phone call or note telling your speaker how well he/she did. You may find that person to be very eager the next time around!


Let's see now... favorite color, blue: loves chocolate: crazy about cello concertos, sports cars.
Yes Mr. Dumpling, Francis Grinch said you were the foremost authority on the controversial issue of the licensing of skate board riders...
There, there now... Really! It'll be a lot of fun! The kids are just great!
?
We are trying to involve the youth of our community in a program which is designed to involve them in state and local government, and to help them to better understand their role in determining the issues which affect their daily lives, and in doing so, to help them be...
...and considering your track record, your obvious expertise, and your sense of humor, we feel you would be the PERFECT Speaker!
This is a special event! You'll be helping to prepare the future leaders of our government!!!
Wellll... since you put it THAT way...
Yes!

Reprinted from Close Up Foundation's *Local Programs Handbook*.

What are the advantages for the learner?

The newspaper as instructional material can play a prominent role in improving citizenship education. The news media are influential forces in American society. Citizens need to learn to utilize the newspaper as a main source of detailed information about daily events at home and far away.

Students who develop habits of newspaper reading can be expected to develop an expanded and in-depth awareness of public issues that cannot be gained from television viewing. Greater understanding of the democratic process and increased motivation for continuous participation in the process are the desirable consequences of regular newspaper reading. The events and ideas which have shaped the American past and those which are embroiled in the current issues of our day can be brought into the students' experience by using the newspaper in the classroom. Knowledge of and identification with current events will stimulate student participation in community concerns.

The newspaper has additional usefulness for the classroom as an instructional resource of great flexibility. A single edition presents opportunities for students to read critically and reflectively about a variety of topics. The students can learn to distinguish fact from opinion and to identify bias in newspaper reporting. They can learn to evaluate the source of what they read. Newspaper articles can also be used as material for analysis: students may compare a news report with a columnist's views on that news or a political cartoonist's interpretation of that news item. Cautious concluding and generalizing are other critical thinking skills which can be developed from newspaper reading.

Newspapers provide convenient material for the improvement of basic reading skills and for the interpretation of visuals. Reading strategies for vocabulary expansion and conceptualization are easily applied to news stories. The political cartoons provide the opportunity to analyze symbolic meaning in a nonverbal form.

What are the advantages for the teacher?

A practical advantage of newspaper usage for the teacher is the ready availability of newspapers. Classroom sets of the local weekly or the daily *Atlanta Journal and Constitution* can be secured easily and economically.

The teacher can be confident that every student will find something of interest to read. The newspaper appeals to the public interest through news reports which range from local to international information to the expression of opinion in editorials, cartoons and letters to the editor to entertainment in columns, comics and astrology.

What do you need to know before you begin?

Because the newspaper has multiple dimensions which you could use in citizenship education, it is important to have a clear definition of your own purpose as you begin a newspaper lesson. Do you want your students to demonstrate gain in interpreting the meaning of political cartoons? Do you want them to recognize rumor and bias in news reports and editorials? Look through the suggested lessons in the section of your *Citizenship Education Handbook* for other ideas.

When you have formulated your own purpose, the next step is to find instructional strategies which will help you accomplish your purpose. Critical thinking skills, for example, are not developed by chance If you intend to emphasize critical reading you must have an article which lends itself to analysis and a carefully planned sequence of questions which can be used for structuring the task. You will find examples of articles and questions in the lessons which follow. If you would like to use the newspaper for vocabulary development, of if your students would like to create their own newspaper, there are suggestions in the following section.

How can you incorporate the newspaper into your usual procedure?

On any day in any newspaper, articles appear which are relevant to topics discussed in social science classes. Teachers can rapidly accumulate a file of news stories pertinent to the subject matter of their courses. Selected articles can be introduced at times when they are most pertinent and will most effectively supplement the topic. Newspaper articles about real people in real places may also make learning more personal. If you always have a newspaper handy in your classroom there is always the opportunity for a quick vocabulary lesson using material about a current public issue or the opportunity for individual reading about a topic of personal interest.

The newspaper could function as your primary text as well as a supplemental resource. If you have a group of students who need reading skill practice, why not set aside a block of time for reading the newspaper? The newspaper can be a main resource for practicing skills and gaining global, national and local knowledge.

What can you expect to accomplish if you use the newspaper?

The newspaper is the citizen's prime source of current information about what is happening in the world. Regular newspaper reading makes an informed citizenry. Students who are aware of the role of the newspaper in our society, due to their school experiences, may act with increased knowledge and involvement. This is the first goal which the teacher may expect to accomplish.

Secondly, the newspaper is a versatile tool for critical thinking and reading skill development. You can expect improvement in these areas by using appropriate strategies.

What are the advantages to the learner?

Human behavior is frequently defined quantitatively in the media which citizens encounter in daily life. Surveys, political pools, government reports, budgets, and news magazines assail us with charts and tables which we are expected to understand. Experiences with quantitative data in the social studies classroom will increase the students' awareness of all the quantification which exists around us and help them critically assess it. The visual forms which are used for numeric display can become valuable information sources if interpreted carefully. In addition to learning to infer conclusions from quantitative information, students can gain insight into techniques of presentation by collecting data and preparing their own visual displays.

A key advantage of the quantitative approach in teaching and learning is its compatibility with the inquiry approach. In evaluating quantitative information students practice essential skills of inquiry. The learner is required to attack problems systematically and precisely, to seek evidence from a variety of sources, and to seek meaning as a result of the search and evaluation process. Carefully guided inquiry lessons will help students learn to critically appraise their quantitative information. They will develop the habits of evaluating the source of the information, comparing facts, questioning even expert judgment, watching for unstated assumptions, and looking for alternative hypotheses.

What are the advantages of the teacher?

Evaluating quantitative information is useful to the teacher who wishes to improve student critical thinking skills. Teachers can help their students realize it is possible to seek systematic solutions to problems, to base reason upon objective evidence, to gain a greater awareness of human problems, and to understand more about human behavior. Keeping in mind that numbers are useful indicators, we learn to regard them with a critical eye. Teachers can show their students the rule of questioning before accepting, and students generally will enjoy this detective work.

What do you need to know before you begin?

Quantification is a way of describing reality which requires practice in new ways of thinking. The quantifier makes human concepts observable by finding indicators which serve as evidence of the concepts. The concept can then be measured with the use of the indicators. We could, for example, measure an attitude by counting the number of observable behaviors which provide evidence of the existence of the attitude.

To help your students develop this new way of thinking, you need to have quantitative information available from several sources. The sources are all around you in familiar printed materials. What people say in surveys, polls, newspapers, and in radio and television reporting is one source. Another is the measures of how much money is earned, budgeted, and spent which are reflected in budget statements, price indices, and published economic information. What people do in the course of their everday lives is reflected in the researcher's field studies, in recorded public acts such as census data, and in the analysis of voting behavior.

Collect the quantitative information around you and develop your own file of materials. Take time to study the tables and graphics which you see in your students' textbooks, in the newspaper, in magazines, and visit the reference room of the library. Develop the habit of looking for and analyzing quantitative indicators.

TEN STEPS TO HELP STUDENTS ENGAGE IN QUANTITATIVE INQUIRY*

1. HIGHLIGHT NUMBER AWARENESS

Draw student attention to various quantitative definitions that they often use. For example:

(1) "Shortstop Pepe Frias has raised his average from .236 to .301 in 30 games. It's the first time he's been over .300." —Atlanta Constitution, July 12, 1979.

(2) "Cincinnati All-Star pitcher Mike LaCoss . . lowered his league-leading ERA to 2.30"—*Ibid.*

(3) "Georgia teachers have no chance of getting the legislature to approve a 13 percent salary increase next year without eliminating 'incompetent' teachers from sharing in the pay raise, Lt. Gov. Zell Miller said Wednesday.

"He commented after the Georgia Association of Educators, the largest group of educators in the state, outlined plans Tuesday to ask the legislature for a 13 percent raise in fiscal 1980 and an 11.25 percent raise in fiscal 1981." – *Ibid.*

(4) During football season, discuss what determines which teams will win their conferences, and which go bowl games (e.g., won-loss records).

(5) In horse races, what does a 20-1 shot mean?

2. HELP STUDENTS PRACTICE DEFINING CHARACTERISTICS AND CONCEPTS IN QUANTITATIVE TERMS.

Many terms and concepts which students come into contact with have no scientific or universally-accepted definition. Terms such as "best," "greatest," "worse," and "delinquent"—to name only a few—mean different things to different people.

Given the differing views as to such concepts, it is important to *operationalize* (i.e., provide a working definition around which there is some consensus, although recognizing that this is not necessarily an exhaustive definition) the concept by seeking out a form of communication which is relatively easy for all students to use.

If students can not agree on a term such as "happiness," try looking at other information which might give a clue to that concept, and which might be observed or measured with some type of objectivity (e.g., number of smiles observed during an hour, number of complaints during an hour, etc.)

Operationalizing a concept, then, becomes the task of narrowing the concept to a more manageable, observable, and measurable focus; identifying what type of information might be available to measure that concept; and attempting to analyze that information.

Examples of concepts or terms students might attempt to operationally define include:

happy
intelligent
rich
poor
successful
acceptable
good
bad
mature
fair
respectable
liberal
conservative
moderate
beautiful
health
quality
superior
inferior
democratic
equitable
permissive

3. HELP STUDENTS BECOME FAMILIAR WITH THE WAY QUANTITATIVE DATA ARE DISPLAYED.

This involves introducing students to tables, charts, graphics, and other numerical or tabular displays. Students should have a basic understanding of the types of graphs, the general uses for graphs, and a general ability to critically evaluate graphs and charts.

4. HELP STUDENTS TO PRACTICE DRAWING INFERENCES AND SUGGESTING TRENDS FROM TEACHER-SUPPLIED DATA DISPLAYS.

Review your textbook for examples of graphic displays and have students make inferences from the data which has been graphed, as well as project trends into the future.

5. FAMILIARIZE STUDENTS WITH THE SOURCES OF DATA AND WITH HOW DIFFERENT DATA ARE OBTAINED.

Begin with a distinction between primary or original data and secondary data, and look at the various sources of data within the classroom or library, such as statistical abstracts, sports pages in newspapers, stock quotations, etc.

6. HELP STUDENTS DEVELOP SKEPTICISM TOWARD STATISTICS AND DATA DISPLAYS.

Acqaint students with general guidelines for using graphs and statistical information, as well as ways graphs are used and misused (see accompanying lesson plans).

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*Adapted from M. Eugene Gillion, *Practical Methods for the Social Studies*, Wadsworth Publishing Company, 1977, pp. 167-171. Used by permission.

7. **SUGGEST EXERCISES THAT REQUIRE STUDENTS TO DESCRIBE CERTAIN CONDITIONS, EITHER IN THE PRESENT OR IN THE PAST, USING QUANTITATIVE INFORMATION.**

Have students, for instance, describe the current "energy crisis," or today's "runaway inflation" in some type of quantitative form. Or, have students discuss what factors go into choosing the "most valuable player" for the American and National League.

8. **SUGGEST EXERCISES THAT REQUIRE STUDENTS TO GATHER QUANTITATIVE INFORMATION TO VERIFY POSSIBLY UNWARRANTED STATEMENTS.**

The current energy and economic crises pose numerous examples of warranted and unwarranted conclusions in the press and by politicans, which students should examine to see if actual data and quantitative information do indeed support the statements.

9. **SUGGEST EXERCISES THAT REQUIRE STUDENTS TO GATHER AND USE QUANTITATIVE INFORMATION TO CLARIFY THEIR VALUES.**

Attempt to have students support or clarify their values, positions, and decisions through quantitative information. For instance, "I am a Democrat because . . . .," or "I want to be a doctor because. . . ."

10. **SUGGEST EXERCISES THAT REQUIRE STUDENTS TO GATHER QUANTITATIVE INFORMATION TO DETERMINE ASSOCIATION.**

Be sure to warn students that association and causation are not the same. That is, just because we find two characteristics associated with each other (e.g., socio-economic status and ecuational achievement) does not mean that one causes the other.

Nevertheless, there are rich opportunities to allow students to explore conditions and suggest factors that could account for these conditions.

Exploring the instructional utility of mock reality strategies such as simulation games and role playing exercises can be confusing without first establishing clear and concise definitions for the various terms. A "simulation" is a working model of objects or situations, such as those shown on television depicting NASA spacecraft maneuvers. It is abstracted from reality and simplified for purposes of analysis and study. An instructional game too represents a "simplifed slice of reality," but it focuses more on specific data collection and decision-making processes related to problem-solving.

More often than not there is a winner declared in a game. Fortunately, failure in a game does not necessarily result in loss of job, low grades, or loss of friends. Combining the above characteristics, a social simulation game involves interaction among individuals or groups who attempt to achieve specific goals by means which are limited by rules explicitly stated or implied by the games' framework. It more closely mirrors some portion of reality by incorporating the following: payoffs or rewards; a working model of some social issue or situation; and goals, rules, and roles stated or implied by the game's framework.

Often, simulation games feature role-play exercises in which negotiation and debate figure prominently. However, there are some important instructional differences between a simple role-play exercise and a simulation game. In the former, the player is instructed to act as he thinks the person whose role he is playing would act, while in the latter, the scoring system provides rewards which depend on the results of the players' decisions. So, simulaton players tend to learn their roles as the game unfolds through the operation of the rules and the changing dynamics of the situation, whereas role players' roles are dictated in the beginning of the exercise.

Use of Simulations and Role Play from the Manual

Some educators claim that simulation games teach cause-and-effect relationships which operate in the real world, while role-play exercises do not. For example, *The Candy Factory*, developed by Keach and Bond (1977), reconstructs in a simplified form an actual assembly line in which primary level children work to produce candy wafers. The young participants learn by first-hand experience the effects of having a slow worker on the line, differences in quality as the assembly line speeds up, and the difference worker morale has on the final product.

A crucial part of simulation strategies is the post-game discussion or debriefing. For this reason, the instructor should review the concepts and questions outline for the participants prior to the exercise.

A role-playing exercise is easier to design than a simulation because the designer need only write descriptions of each role, state the situation or each player's objective, and add a few rules to prohibit totally unrealistic behavior. For example, under the topic of shoplifting in the manual, one role play suggestion is to imagine one is in a supermarket where he sees an adult switch the butter into the margarine package. The student is asked what he would do in such a situation. Thus, if the instructor's objective is to provide participants with insight into their own behavior and that of others, a role-play exercise may be adequate.

Advantages and Disadvantages in Using Simulation Games and Role Plays

A main function of both simulation gaming and role-playing is to develop an "arsenal of alternatives" for learners to apply later in real life situations. An analysis of research studies conducted from 1963-1972 on simulation games for teaching social studies produces the following conclusions: (a) simulation games are no better or worse than conventional methods of instruction for teaching factual knowledge and intellectual skills, (b) simulation games can influence student attitudes toward greater approval of real-life persons whose roles students play, (c) simulation games appear to have more motivational value than conventional classroom activities, and (d) low achievers do poorly in transferring their understanding of the game to the real situation that the game represents.

There are two important questions teachers should ask themselves when determining whether or not to use a role play or simulation with a certain unit. First, is there enough class time to devote to these methods. Simulation games, for example, do not allow the teacher to cover as much content as expository lessons do. Also, explaining the rules and procedures, offering individual assistance, and debriefing often take a considerable amount of time. Debriefing in particular needs to be handled competently for students to understand the connection between what they have done and real life.

Second, is there a motivation problem among students in the classroom. Certain concepts and units seem to lend themselves better to this approach by the nature of the social issues involved. Yet, as with most types of teaching methods, simulations and role plays can be over used. However, assuming that motivation is a key factor in student learning and development, both simulation games and role plays seem to offer an enriching variation to conventional teaching strategies.

A Look At A Working Model Legislature

For the past two years, John Coen, a social studies teacher at Roswell High School, has conducted a model legislature developed by the Institute of Government at the University of Georgia. Coen believes that teaching Georgia government through the use of a simulated model legislature has been a primary reason for the high level of interest the elective course has enjoyed at his school. Mr. Coen's description of the program follows.

Like most simulations, the success of the model legislature depends on early preparation. If the simulation is to imitate reality—that is, by students role-playing legislators trying to make laws for a pluralistic society—well-planned organization is of prime importance. Fortunately, for all of us teaching Georgia government, the Institute of Government has developed a "Model Legislature" that includes a teacher guide, with a daily agenda, and a student handbook, with suggested bill topics. One can also utilize as a textbook the *Handbook for Georgia Legislators*, a filmstrip "Georgia Lawmakers in Action," and the *Handbook of Georgia State Agencies*—all developed by the Institute of Government.

Bill Drafting

However, experience has shown that, even with all these tools to help one prepare for the simulation, other factors will determine the success of your model legislature. One important factor is both the quality and quantity of your bills. A few poorly drafted bills will cause your legislature to self-destruct.

At Roswell, the course in state and local government is taught winter quarter to coincide with the convening of the General Assembly in Atlanta. The *Atlanta Constitution*, an invaluable source for this class, has a city-state section of the newspaper which is virtually devoted to the General Assembly while in session. The *Constitution* and *Atlanta Journal* also have a "Newspaper in Education" service, which will provide copies of the paper to each student for a nominal fee. Students at Roswell put three newspaper articles dealing with the General Assembly into a folder every week. Each week they must write a "follow-up" article on one of the three articles. The follow-up may be a summary of the article, an editorial to the paper about an issue in the article, or an interview with our local representative or senator about an issue in the legislature. The purpose of this activity is multifaceted: it provides the students with a daily update of legislative action, stimulates student ideas for bills, increases student knowledge about the legislative process, and encourages student participation and involvement in the General Assembly.

John Coen directs Roswell High School students in a model legislature program.

If you do not have access to the Atlanta papers, your local representatives can come to your class and give students ideas about legislation and help with bill drafting. Local representatives are also very useful in reviewing and explaining the importance of parliamentary procedure in the model legislature. In addition, one can call or write the Office of the Legislative Counsel for additional tips on what bills or resolutions to draft.

Perhaps the greatest resources are the students themselves. High school students are often very creative if given the opportunity to be so. Almost anything that affects them daily, e.g., school or automobiles, comes under purview of the General Assembly.

Some samples of bills from the past two years at Roswell are: Competency-based Testing of Teachers, Reduction of School Year to 160 Days, Mandatory Competency Tests for Seniors, Repeal of Sales Tax on Food and Drugs, Increase of Driving age to 18, Legalization of Pari-mutuel Betting, and many others. Some typical resolutions (the students enjoy these the most and often personally deliver them to the appropriate person or group) are: Abolition of Tardies to Homeroom, Cafeteria Worker Appreciation Day, and Commending the Roswell Hornet Basketball team.

Role-Playing—Students and Teachers

The ability of the students to role play legislators is as important as bill drafting is to the success of your model legislature. All student legislators are given their own district numbers and told that their district is primarily urban, rural, or suburban to reflect the rural/urban split in the legislature. This knowledge about their constituency often provides the students with a guide on how to vote on the myriad of bills that will come to the floor of the model legislature. Also helpful is educational television's "The Lawmakers." Appearing on Channel 8 nightly, while the legislature is in session, it is a video presentation of the activity of the General Assembly for that legislative day. By viewing "The Lawmakers," students can better prepare themselves for role-playing legislators.

Lobbying

After constituencies have been assigned and "The Lawmakers" viewed, lobbyists are introduced to make the simulation even more realistic. During each model legislative session there is a five-minute break where teachers, posing as lobbyists, come to the door and lobby with the student-legislators in the hall. This has proven to be very useful and imposes an additional, but realistic, pressure on the students in the form of single-interest groups. Groups that can be represented are the National Rifle Association, Common Cause, Georgia Power, Georgia Association of Educators, the AFL-CIO, and many others. These groups impress upon the students that we live in a pluralistic society with many interests. (Incidentally, a list of all Registered Agents (lobbyists) may be obtained from the Secretary of State's Office in Atlanta.)

Debriefing

As with any simulation, the debriefing session after the model legislature is very important. At Roswell we are fortunate to live in relative proximity to the Capitol and to have administration support for a field trip to the legislature for purposes of debriefing. The debriefing session takes on an added importance and relevance by actually comparing and contrasting the simulation with the real legislature.

In talking with students after the debriefing, their evaluation of what knowledge was acquired from their experience with the Model Legislature focuses on two concepts: relevancy and application. For example, last year a bill was introduced in the General Assembly to raise the minimum drinking age in Georgia to nineteen. While on our field trip, our senator spoke to the class in favor of the bill. A student-legislator went back to the Capitol the following day and met with our state senator concerning the drinking-age bill. The student, by lobbying as a single-interest group and participating in a mature fashion as a citizen, convinced the senator to change his vote.

So, if you are looking for an exciting, relevant, and stimulating method of teaching Georgia government, turn to the model legislature.

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Survival Skills Alternative: Super City

by Elaine King

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Eight o'clock Monday morning David H. punches in at the time clock and heads for his work area in the factory. He checks his desk for messages or new assignments and immediately begins the day's tasks. Research to be done, problems to be ciphered, letters to be written, David throws himself into his work. All over the commercial area people are following the same pattern. Why is this unusual for doctors, lawyers, bankers and business people? For one thing, they are all second and third graders. For another, the offices and buildings are made of cardboard and are contained in Mrs. Dolly Davis' classroom at Barnett Shoals Elementary School, Athens, Georgia. Mrs. Davis has hit on an innovative technique for teaching children survival skills along with the three R's. Besides working on regular classroom assignments, each student is employed in a Super City business. By carrying out everyday work and living activities within Super City, students develop basic citizenship and survival skills. "I try to teach the children that they need other people; that they need to work together," Mrs. Davis says. She states, "The children need to know how to plan and make decisions." Through individualized instruction, Mrs. Davis uses the regular curriculum and applies it to work-related situations.

Every child has a folder which includes their daily assignments in language arts and math. Citizenship in the Super City community depends upon completion of assigned tasks. A worker cannot be an effective producer and consumer without the acquisition of certain skills. A personal bank account for each student allows him/her to purchase items from a store in Super City or make a deposit in the bank.

Can you imagine second and third graders paying taxes? Certainly you can in Super City. Recently, businesses and property were assessed, valuations were placed on the property and taxes are now being collected.

Spelling and grammar are essential for everyone, but especially helpful to the editors and reporters of the Super City newspaper and publishing house.

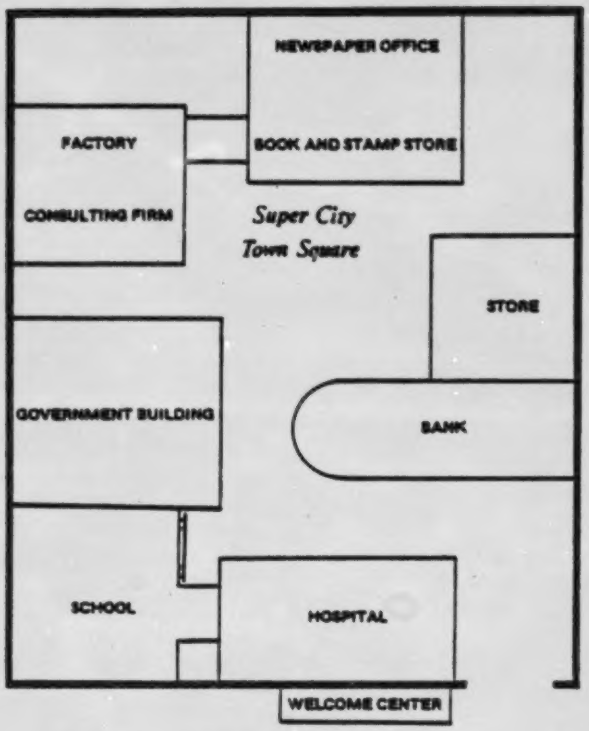
How does Super City function? The city is made up of the bank, hospital, school, city hall, factory, stores and newspaper office. The buildings were designed by the children under the guidance of Larry Stueck, who is employed by the Clarke County school system as a teacher's aide. Mr. Stueck and Mrs. Davis recognize the value of using three-dimensional media in the classroom. With cardboard, nails, a few pieces of scrap lumber and a lot of ingenuity, he and the children constructed the buildings that make up Super City.

After the class discussed tasks and skills involved in the various jobs available in Super City, each child filled out an application for the position which he/she wanted. Mrs. Davis then talked with the students individually about their qualifications and the demands of the occupation for which they were applying. Together a decision was made as to where the child would work. The student's desk was then set up in the appropriate location.

> **"By carrying out everyday work and living activities within Super City, students develop basic citizenship and survival skills."**

In the morning, each child begins on the assignments Mrs. Davis has placed in their folders. When they have completed the language arts, math, or other work assignments, they can begin carrying out tasks directly related to their specific occupation. For example, the bank may open and a student wishing to cash a check or make a deposit can then go to the banker and she/he will carry out the necessary transactions with the student. When the hospital personnel complete their regular assignments, they concentrate on developing lessons on personal hygiene, physical fitness and maintain the activity center on health education. They also administer first aid when there is a minor injury in the classroom. After students employed in the Super City school complete their daily assignments, they sometimes go to one of the kindergarten classes and read to one or two of the children there. When the newspaper staff receives articles writ-

> **"Her plan motivates the children, encourages them to learn skills that will help them throughout their lives and meets the objectives of the basic curriculum."**



This is the floor-plan of Super City. Some of the "buildings" are two-story.

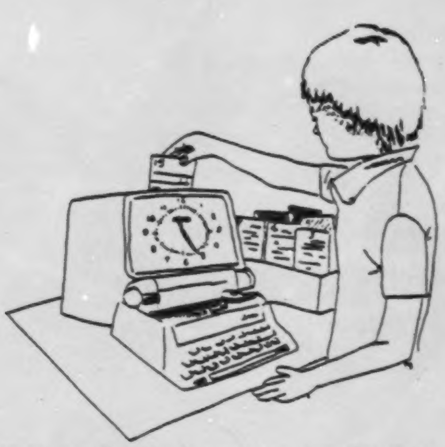
ten by residents of Super City, they have an opportunity to apply their language arts skills in reading, editing, and compiling the materials for the paper. A similar learning experience is involved in the work of those employed at the book and stamp store. Some children write stories which they submit to the book store for publication. Another incentive for students to do their best on their writing is that if the stories are published, the authors are paid royalties for their books.

The Cool Kid factory is the major manufacturing facility in the community. Citizens of Super City decide what goods they would like the factory to produce. When those employed in the factory complete their daily assignments they begin manufacturing the products. When the appropriate number of items are completed, the factory supplies the store with the merchandise. Orders can be sent from the store to the factory by means of a basket that slides across a rope hung from the ceiling of the classroom. When the children realized that they would need to purchase materials for the next product, they decided to have a bake sale. Baked goods were prepared at school and sold by the employees of the general store.

What is good citizenship? How is government established and maintained in a community? What are rights and responsibilities of members of a society? These and other questions are answered for the students in Mrs. Davis' class through their active participation as citizens of Super City, Cardboard County. The government consists of a mayor and city council, policeman, fireman, postman, judge, and lawyers. Each building has a representative on the city council. The class creates laws and sets fines. These laws are then enforced by the proper authorities.

When asked about maintaining discipline in this type of environment, Mrs. Davis replies, "There is really less problem with discipline in this type of arrangement." Using three-dimensional media in this way allows children to find their own space. The cardboard buildings which house the desks serve a purpose similar to that of a carrel in the media center. While the students are in the buildings, they are not able to see what their classmates are involved in and therefore are less distracted.

At a time when educators are concerned with whether to go back to basics or forward into problem centered curriculum, Mrs. Davis has shown us that we can have the best of both worlds. Her plan motivates the children, encourages them to learn skills that will help them throughout their lives and meets the objectives of the basic curriculum. Learning is a gift for life and there is super learning in Super City!



A student punches in for a day of activities in Super City.

RELATING GLOBAL EDUCATION TOPICS TO CITIZEN EDUCATION

The necessity for global education, which aims at preparing students for citizenship in a global age, has emerged as a result of long-term historical trends toward a progressively more globalized human condition. Those trends have brought the people of the world closer together in several ways. Geographically, the isolating influences of distance and natural barriers have been eroded by the evolution of global systems of transportation and communication. Economically, regional and national economics have meshed into an interdependent global network. Sociologically, diverse cultural groups have become increasingly cosmopolitan. Politically, the global conglomeration of nation-states has become a house of cards—movement of one of which inevitably has international repercussions. Global citizenship for today and for the future requires an understanding of these unifying trends and their interactive effects on the global community.

The world is the textbook for the global educator. Topics and materials abound in everyday experience. Radio, TV, newspapers and news magazines devote a significant proportion of their coverage to global issues. Furthermore, lessons involving case studies, decision-making skills, analytic skills, and media-utilization skills are readily adaptable to global education. Citizens of the 21st century will be global citizens. We must prepare them to assume that role.

DECISION-MAKING TECHNIQUES

The teaching of decision-making skills is important to citizenship education because it nurtures an informed citizenry who can make reasoned choices about public issues and about those who contend for leadership. Informed citizens should be able to make judgments consistent with their values and with their knowledge of the situation. Thus, decision-making skills involve more than the inquiry process of deciding whether information is correct, deciding how one factor is related to another, or establishing cause-and-effect. While the inquiry process restricts itself to the criteria of validity and reliability in establishing truth, decision-making skills almost always encompass value judgment in choosing a "best" course of action.

The decision-making process is structured in a series of five stages. The cognitive operation required at each stage contributes to the successful accomplishment of the succeeding stages and to the final decision reached.

The stages are:

1. Recognizing and clarifying the decision to be made.
2. Proposing two or more alternatives which might be chosen.
3. Tracing the probable positive and negative consequences of each alternative.
4. Recognizing the values at stake.
5. Deciding upon a choice.

Progression from steps one through five can be visualized as a process of tree climbing. The statement of the decision to be made corresponds to the trunk of the tree. The alternatives, consequences, and values are branches which take us higher in the tree as we consider each one. We reach the top of the tree when we make our final decision. The decision is supported by the climbing which we do before reaching the top. This simple, direct decision tree model of five steps reduces the introduction of complex thinking skills to a practical instructional strategy.

What should you know before you begin?

You can make a decision tree diagram for your classroom to arouse the curiosity of your students. Most importantly it is necessary to clearly point out the stages of clarifying the issue, proposing alternatives, tracing consequences, recognizing values and making a choice. This could be done on the chalkboard or in printed materials. The students must first become familiar with the process which they will be expected to use. It will be your responsibility to guide the process with facilitating questions and comments.

You will need to encourage thinking by establishing an accepting classroom climate and making it clear to your students that they are free to offer their thoughts. Your strategy of carefully planned sequence will support their competence. The decision tree diagram will provide the cues for progression through the stages. Remember to select issues for discussion which are well suited to your students. Make sure they can handle the level of abstraction and can see the relevance of the issues to their own lives.

How to use decision making lessons in your classroom

The decision making lessons which you will find in the following section of your citizenship handbook relate to the political world. The making of legislative decisions which affect the lives of constituents is a serious matter. Social decisions and economic decisions, the philosophical, religious or ethical are all grist for the social studies decision-making mill. There is never a shortage of issues in the social environment. Decision-making lessons could be incorporated into any textbook unit of study by simple identification of the issues relevant to the subject matter. The teacher could increase student interest by introducing stimulating issues at any time.

What can you expect to accomplish with decision making lessons?

Choosing among alternatives is an inescapable part of our lives. Decisions about how we will manage our social environment determine the patterns of life. Citizenship means, in effect, participation in group decisions. We can expect our decision-making lessons in the social studies classroom to build students' skills with the citizenship decisions which they will encounter. These skills will influence their personal lives and their contributions to the collective civic life.

USING VALUING TECHNIQUES

What are the advantages for the learner?

Personal values are what people use to tell what is important in life. People cannot understand themselves or others without reference to a value system. What you and I value will motivate our behavior. What the other people we meet value will motivate their behavior. The significance of observable behavior, both ours and theirs, is more completely understood when the latent component of thought is added to the interpretation. Our students need to assess their own values and to recognize the values of others so they may be more fully equipped to intelligently cope with reality.

Personal values are formed as a result of rational thought processes and an emotional commitment. An idea which is not supported by feeling does not have the strength of a value. Feeling which is not accompanied by careful data collection and analysis is not a responsible and formidable response to reality. It is impossible to divide rationality and emotion into separate modes of existence. Our students will react at once both intellectually and emotionally to the life situations which they will encounter. Values lessons in citizenship education contribute to the learner's preparation because they stimulate both intellectual abilities and emotional growth.

What are the advantages for the teacher?

As teachers we are not blind to the need to help our students come to a fuller understanding of themselves and others. Our society is now presenting us with the challenge. To properly investigate the motivation for human action we must concern ourselves with the whole person. Objective data is the material commonly used for classroom observations. Feelings, beliefs, and attitudes can also be treated in a scientific manner, and should be included in classroom observation since circumstances are created by rational-emotional forces.

Incorporating the affective base as well as the cognitive into social studies lessons will have positive consequences for classroom interaction and for the long range goals of citizenship education. We may expect our students' involvement in the lesson to intensify if they have the opportunity to respond as both feeling and thinking people. We may also anticipate that student experience with values study in our classrooms will increase the level of constructive participation in the resolution of societal conflict in the future. People who have sorted out their own values and examined the values of others have information and perspectives which they can use to guide their positive participation.

What do you need to know before you begin?

Your interaction with your students is crucial to each of the strategies used in values lessons. To encourage your students to participate in values discussions, you should be fully aware of what you do and say. Here are some suggestions to help you visualize your interaction with your students.

a. All the statements which students offer should be accepted.

b. Students who do not want to talk should not be forced to.

c. The teacher can sometimes assist by simply restating what students express without approving or disapproving.

d. Avoid moralizing or imposing your own view on students.

e. Bring in contrary ideas on an issue but do not present your own judgment of those ideas.

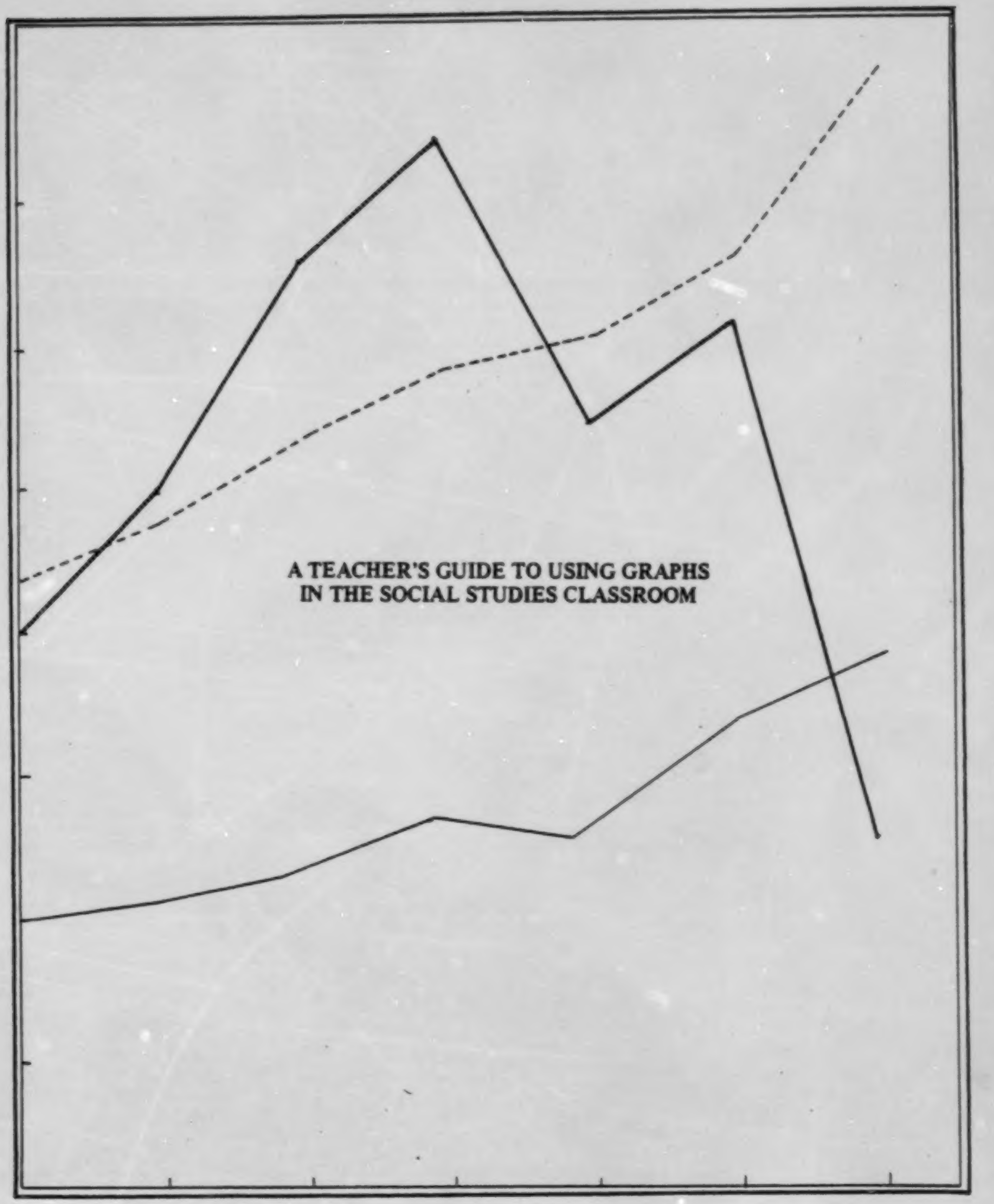
How will you use values lessons in your classroom?

Procedures which are often used are value clarification procedures. The object of value clarification is to stimulate students to reflect their own values and in so doing clarify their values to themselves. The learning process involves, first, choosing one's own values, second, coming to prize those values, and third, acting on the values on a customary basis.

One clarification strategy is a value sheet which is a thought-provoking story, statement, or set of questions for students to reflect on or write about. Another is a rank ordering exercise in which students differentiate among alternatives and examine their preferences. The third strategy in the lessons in your handbook is the value continuum. Students indicate their stand on an issue by marking positions between two extremes on a line.

What can you expect to accomplish in your classroom if you use values lessons?

Values serve us as standards. As standards they make it possible for us to judge objects, persons, ideas, or events. Democratic values are the basis of American citizenship. As young citizens American students must be able to assess how closely the reality of their actions and personal views approach the ideas of their democratic society.



A TEACHER'S GUIDE TO USING GRAPHS
IN THE SOCIAL STUDIES CLASSROOM

THE USE AND MISUSE OF GRAPHS

These days, no budget hearing, political campaign, or annual report of a governmental agency seems complete without an impressive collection of charts, graphs, and other visual displays visually portraying or dramatizing trends of the past or needs for the future. In some respects, the chart or graph* has become a new stock-in-trade for agency statisticians, political analysts, and, increasingly, political speech writers. Reflecting this trend, few issues of daily newspapers or major weekly news magazines in this country now reach the reader without at least one table, chart, or graph. Thus, more than at any time in the past, it is important that students develop the ability to construct, read, critically evaluate, and draw inference from graphs and other forms of visual display of numerical information.

Teaching About Graphs in the Social Studies Classroom

If it is true that more political, social, and economic behavior is being expressed in quantitative terms, it is also true that social studies teachers traditionally have utilized nonmeasurable, descriptive data in their instructional approaches. Professors Harf and Peterson attribute the general reluctance to using a quantitative perspective to four general factors: (1) Unfamiliarity with some of the new terms and phrases associated with a quantitative approach, such as *mean, model, hypothesis, variable*, and *statistical anlysis;* (2) Anxiety over numbers and quantitative analysis techniques by teachers who have had a minimum of training in mathematics; (3) Time required to become familiar with quantitative analysis, as well as time diverted from regular classroom lessons to teach about these; and (4) A general feeling that a quantitative approach replaces the "human" concerns of the social studies with an insensitive, mathematical orientation.[1]

In response to these legitimate concerns, it should be emphasized that this skill-building instructional unit: (1) introduces few new terms that students should not already be familiar with; (2) involves no sophisticated mathematical or analytical skills—for teachers or students; (3) involves a minimum amount of time for teacher preparation; and (4) hopefully leads to a better understanding of human beings and their problems. Also, it should promote teacher competence in teaching critical thinking.

Moreover, it strives to make the social studies more interesting to students by introducing a new way to communicate about ideas or issues when traditional words involve definitions that vary from student to student (e.g., happy, successful, good, superior, fair, etc.). For students with reading difficulties, the visual orientation of graphs can translate many words or tables into a more understandable alternative.

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*In general use, the terms "chart" and "graph" are used interchangeably. A graph almost always involves the visual depiction of numerical information according to some scale. Since a chart can involve visual depiction of non-numerical information—as in the case of an organization chart—the term "graph" will be used throughout this instructional unit.

[1] James E. Harf and Anne R. Peterson, "The Quantitative Perspective on Inquiry in the Social Studies," in M. Eugene Gilliom (ed.), *Practical Methods for the Social Studies*, (Belmont, Calif.: Wadsworth, 1977), pp. 144-145.

Types of Graphs

Graphs most commonly are used to show (1) a situation at a given point in time (e.g., how the 1980 budget is divided), or (2) the relationship between two or more variables (e.g., how the budget has grown in recent years. As used here, the term *variable* simply refers to something that can change (e.g., time, length, weight, scores, expenditures, revenue, age, etc.).

The first type of graph is called a one-scale, or (univariate) graph since it presents information about a single subject or variable at a specific point in time. The second type of graph is called a two-scale (or bivariate) graph, since information or association between two variables is being depicted. If more than two variables are being shown, the graph would be called a multivariate graph.

One-Scale Graphs

The one-scale graph—of which the pie and bar graph are the two principal examples—is the simplest and easiest to understand of the different types of graphs. Its primary advantage is its simplicity and ease of interpretation, which allows visual conceptualization of numerical information according to relative magnitude. That is, the size of each portion of the graph is drawn to correspond in proportion to the size of the other portions. The primary disadvantage of the one-scale graph is its limited use and failure to account for the impact of other variables, such as change across time.

Pie Graphs

As the name implies, the pie graph suggests the slicing of a pie. It is especially useful to showing how a whole has been divided, with the respective divisions or percentages drawn so that the relative magnitude of each is proportionately reflected. Thus, if in a pie graph of a state budget, agency A gets twice as much as agency B, agency A's slice of the pie will be shown as twice the size of that for B. (see Figure a)

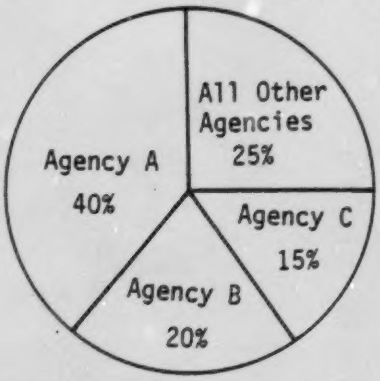

Figure a. Breakdown of FY 1980 State Budget

Pie charts are commonly used to show the breakdown of revenue or expenditures but also can be used to show personnel, resources, or any other variable. For instance, the pie graph can show the percentages of the entire student body at a school by grade, a percentage breakdown of accidents or causes of death, a percentage breakdown of the local school system budget, a percentage breakdown of a student's personal budget, or any of a variety of other variables.

A pie chart is commonly expressed in terms of percentages, but can be shown in other terms as well. For instance, rather than showing each agency's percentage of the total state budget, it is possible to show the breakdown in terms of how many cents of each state dollar goes to each agency. (see Figure b)

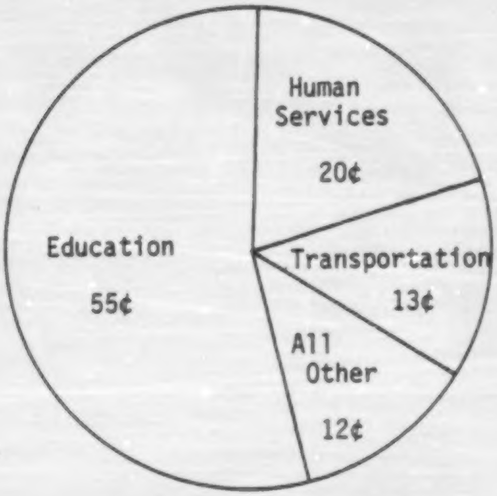

Figure b. Breakdown of FY 1979 Georgia Budget Dollar

Whether using percentages or cents, the graph and figures would be the same. The advantage of presenting the graph in terms of how the budget dollar is spent is that many people—particularly younger students—relate to cents and dollars better than percentages of total appropriations.

As a graphic note in drawing the pie graph, the following suggestions are offered.

(1) To find the percentage for each category, divide the sum allocated to the category by the total sum of all categories. This, then, gives that category's percentage of the total budget.

(2) To draw the pie graph, a compass is needed. By multiplying the percentage for each category times 360 degrees (the total arc of a circle), you will arrive at the number of degrees in each category. Draw a single line from the center of the circle to the top of the circle (equivalent to 12:00 on a clock). From that point, proceed counterclockwise measuring each category's arc. If you do not have a protractor to accurately measure the degrees in the circle, split

the circle into four quadrants with a ruler and pencil as shown in Figure c. Then, roughly estimate five equal divisions along the circumference of the circle as shown in Figure c. This will give you an approximate basis for laying out the graph, with each division equal to 5% of the total.

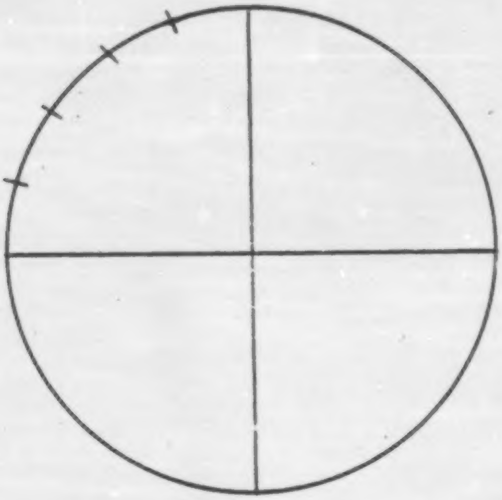

Figure c. Making a Pie Graph Without a Protractor

(3) It is generally preferrable to draw a pie graph with the largest category plotted first, followed by the next largest category, and so on. See Figure d. This allows the viewer immediately to not only see the relative size of each category, but to see them ranked in order. Where categories are intermixed regardless of size—sometimes necessary for graphic considerations—the relative size among categories is not as immediately discernible. See Figure e.

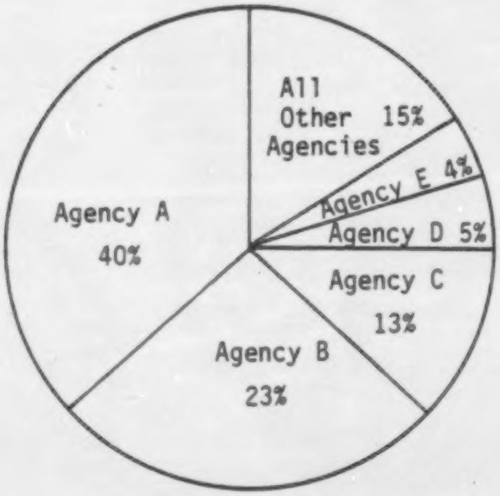

Figure d. Pie Chart With Categories In Descending Order

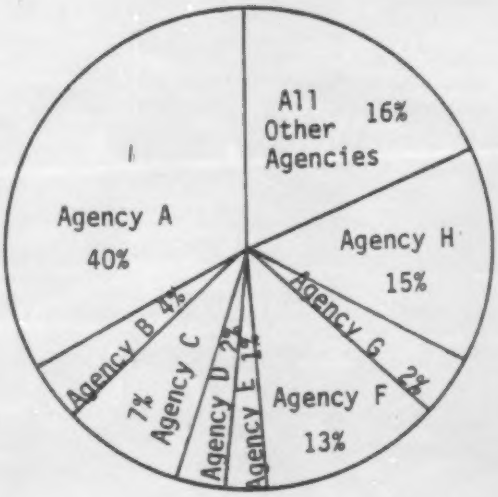

Figure e. Pie Chart With No Order for Categories

(4) Figures d and e illustrate another consideration in pie graph construction. While it is sometimes necessary that a pie graph depict every category, the graph's impact is improved by limiting the number of categories to not more than six or seven, and lumping the remaining categories into a single category designated "Other" (see Figure d).

(5) Finally, as a purely graphic consideration, when a pie graph is used to illustrate the breakdown of revenue or expenditures, it is possible to enhance its monetary nature by depicting the pie graph as a silver dollar. This is done by taking the compass at the same setting as was used to draw the circle, dropping slightly below the center of the circle, and drawing a half arc that touches the sides of the original circle (as shown in Figure f). Then add the straight lines to resemble the ridges of the side of the coin, and presto, the appearance of a coin (see Figure g).

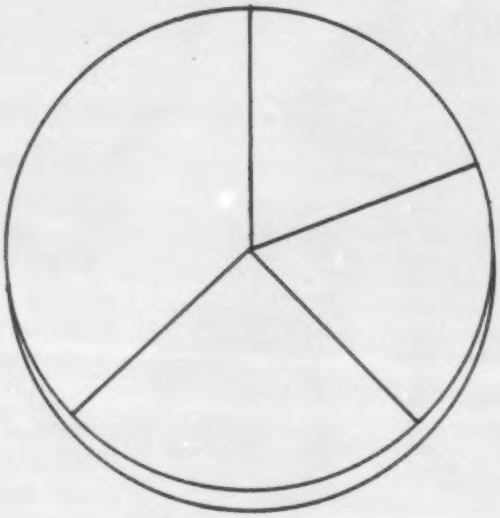

Figure f

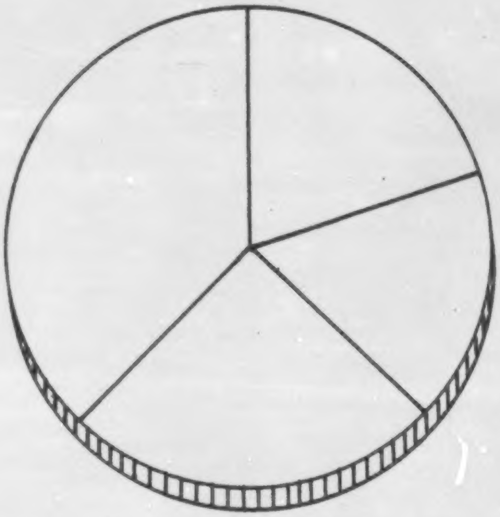

Figure g

It is possible to further improve the appearance of the pie graph, and to save space if the graph does not contain a large number of categories, by appearing to rotate the pie graph so that it faces the viewer at an angle. This is done with an ellipitical pattern or template, as seen in Figure h.

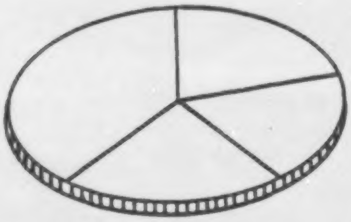

Figure h

Other graphic techniques to dramatize a particular point include removing a particular category's slice of the pie from the total to highlight that category's percentage of the whole, as shown in Figure i.

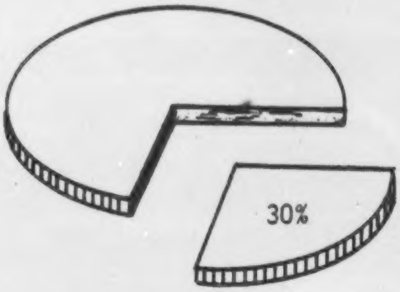

Figure i. Agency A's Percentage of the Total State Budget

Bar Graphs

The second type of common one-scale graph is the bar graph (sometimes termed the histogram). Generally, the bar graph can be used in much the same way as the pie graph: to show the breakdown of a given variable at a single point in time. As Figures j and k illustrate, the bar graph can be drawn vertically or horizontally.

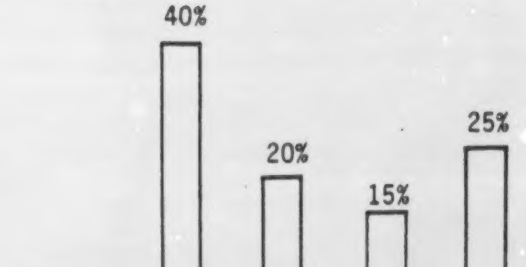

Figure j. Breakdown of the State Budget

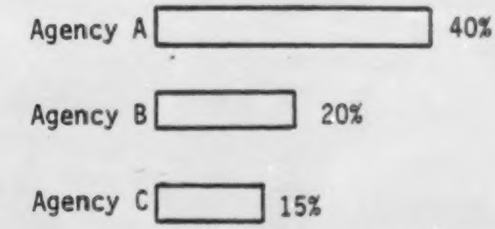

Figure k. Breakdown of the State Budget

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Pictographs

A variant of the bar graph is the pictograph, which replaces a solid line with some symbol—usually one associated with that variable being graphed. In the pictograph, each symbol represents a specified quantity of that being measured, as seen in Figure l.

$ - Each symbol represents $1 million.

Agency A	$$$$$ $$$$$ $$$$$ $$$$$ $$$$$ $$$$$ $$$$$ $$$$$
Agency B	$$$$$ $$$$$ $$$$$ $$$$$
Agency C	$$$$$ $$$$$ $$$$$
All Others	$$$$$ $$$$$ $$$$$ $$$$$ $$$$$

Figure l. Breakdown of the State Budget By Agency

One-Scale Graphs: A Summary

The one-scale graph is the simplest and easiest to understand of the different types of graph. Its primary advantage is its simplicity and ease of interpretation, which allows visual conceptualization of numerical data according to relative magnitude. The primary disadvantage, however, is its limited use and failure to account for the impact of other variables, such as change across time.

Two-Scale Graphs: The Line Graph

The line graph is perhaps the most frequently used of all two-scale graphs, and is particularly used for looking at the change in a variable across time. Commonly, the horizontal axis or scale on a line graph represents time (typically years), with the vertical axis or scale representing the primary variable being charted. Points (or coordinates) are plotted from the data available (such as amount per year), and then connected by a straight or curved line. From this, patterns of the past may emerge, as well as projections for the future (see Figure m).

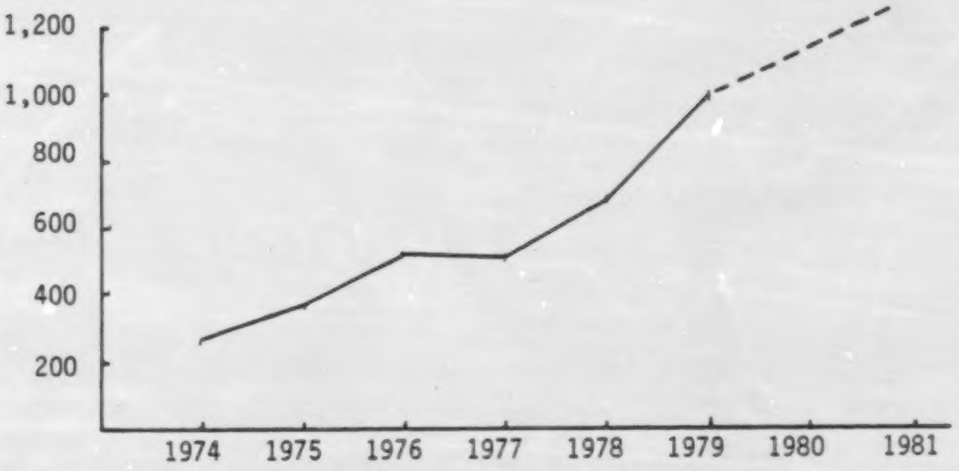

Figure m. Growth in Employees in Agency A: 1974-1979

The Two-Scale Bar Graph

Similar to the line graph is the bar graph which uses vertical or horizontal columns to compare relative magnitudes across time (see Figure n).

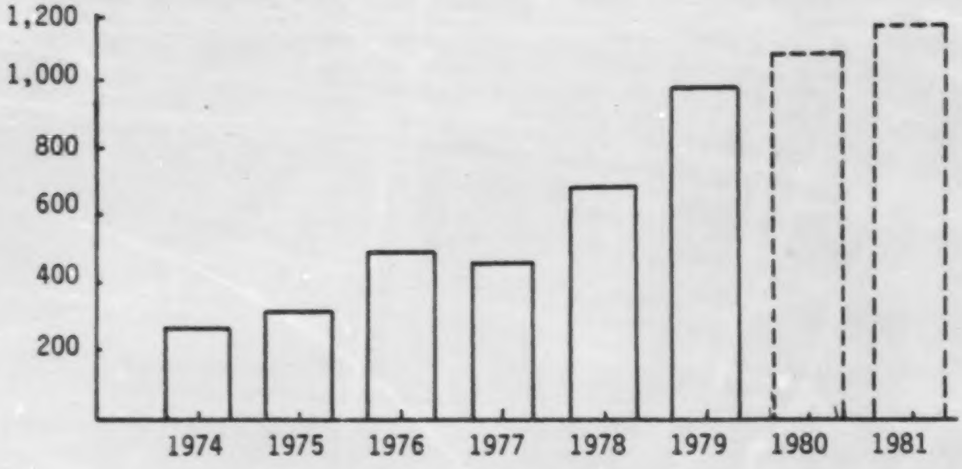

Figure n. Growth in Employees in Agency A: 1974-1979

Variations of the Line and Bar Graphs

On either line or bar graph, it is possible to plot additional data to allow further analysis or comparison of similar or related information, as seen in Figure o.

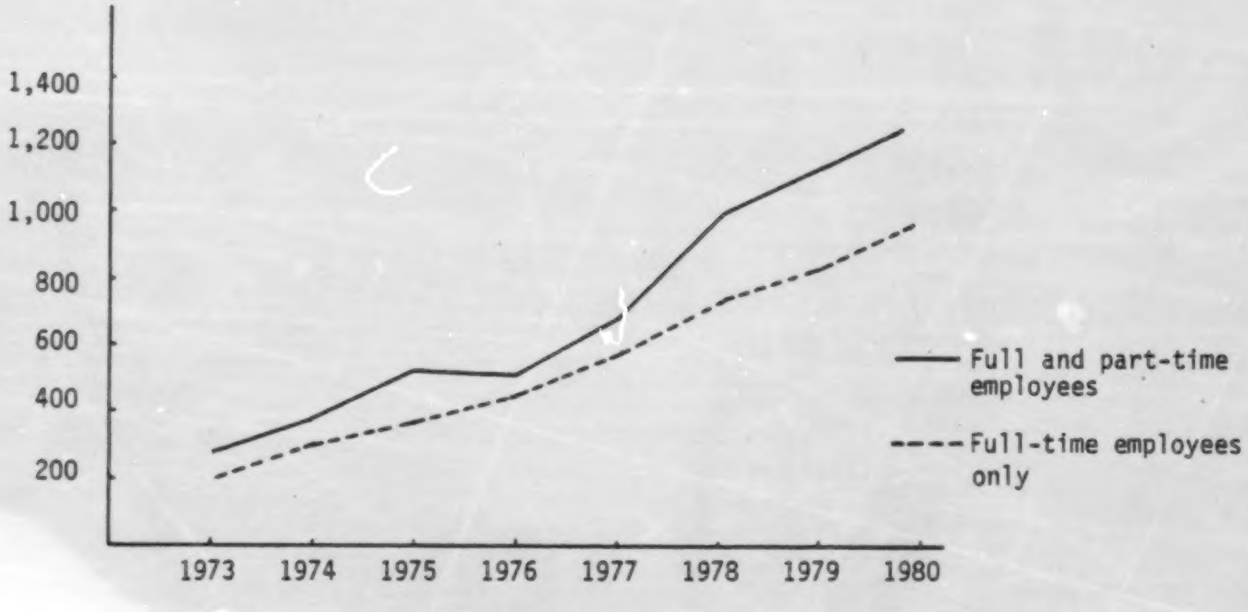

Figure o. Growth in Employees in Agency A: 1973-1980

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In some cases, however, the use of a single graph for comparative purposes can be carried to the extreme, as in the case of Figure p. Of course, for a highly specialized audience, a graph such as Figure p may be appropriate, but as a general rule, graphing so many criss-crossing variables should be avoided.

Exhibit 7: Gross private domestic investment during post-war recessions

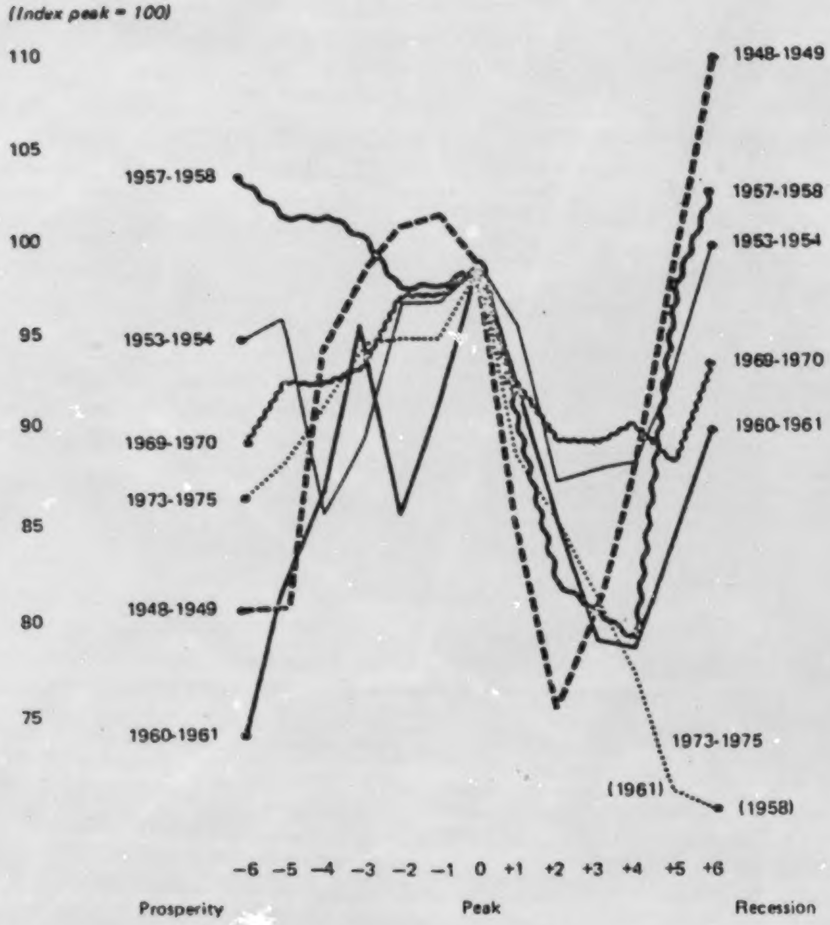

Figure p

Another way of graphing the same information as in Figure o is through use of the grouped bar or column graph, as seen in Figure oo. Generally, this approach uses parallel bars or columns in pairs to exhibit information about related information for each year, such as a comparison of revenue and expenditure for each year.

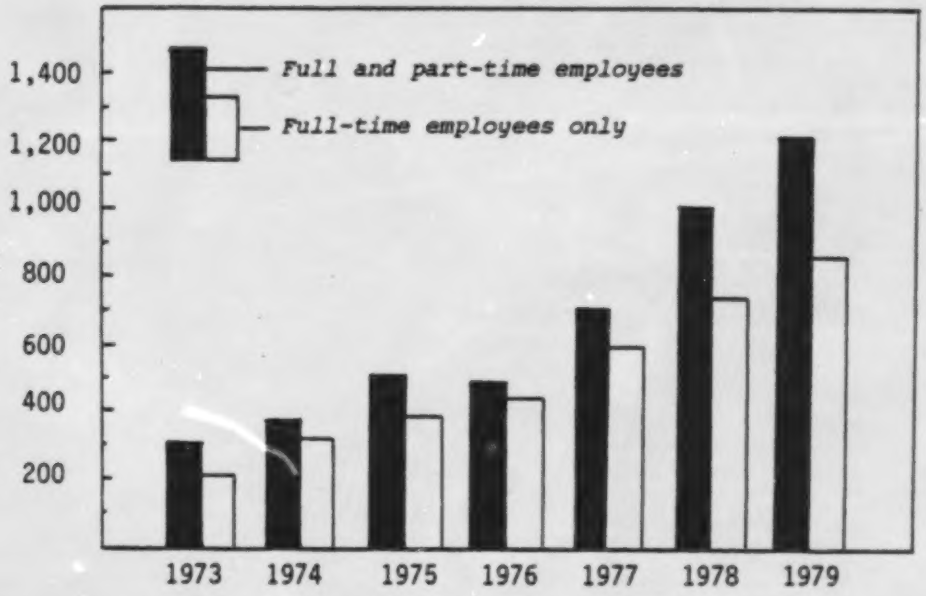

Figure oo. Growth in Employees in Agency A: 1973-1979

Strata Graph

If state officials were interested in the relative growth in revenue produced by the major state taxes in recent year, one option would be to draw a series of pie graphs—one for each year. However, by plotting this information on a line graph as a series of layers, with each layer corresponding its relative value on a year-to-year basis, you can consolidate many graphs into one (see Figures q and r).

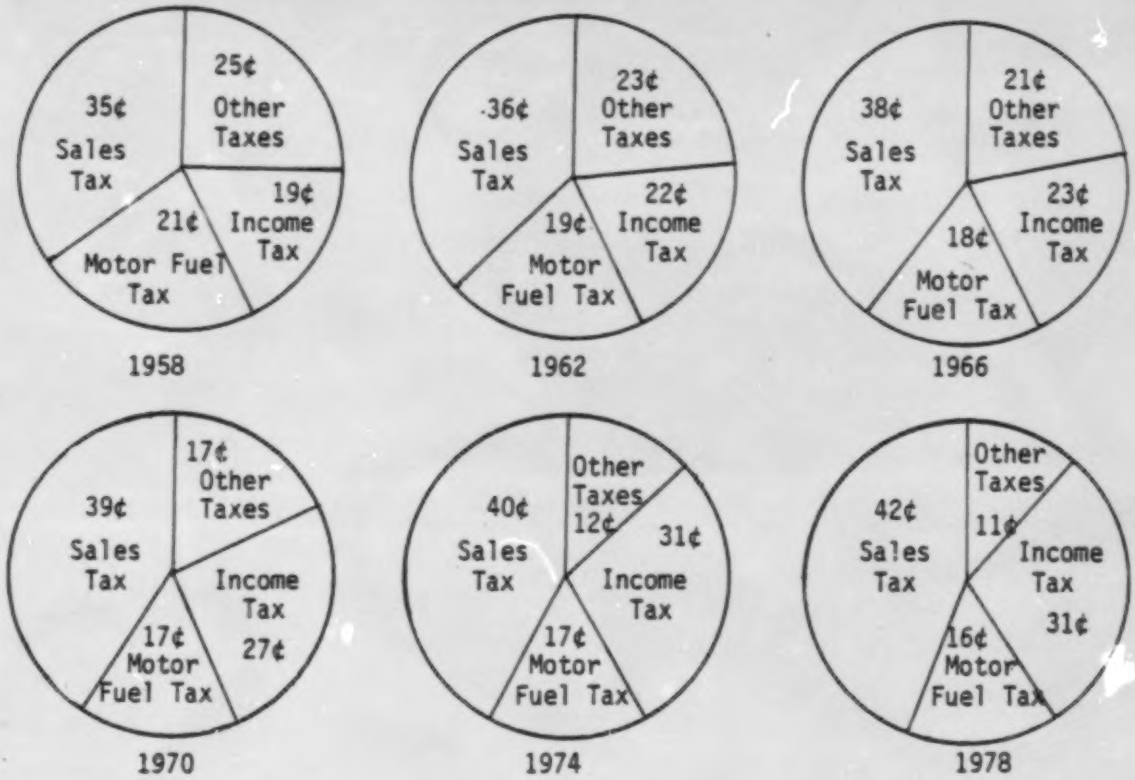

Figure q. Where the State Tax Dollar Comes From

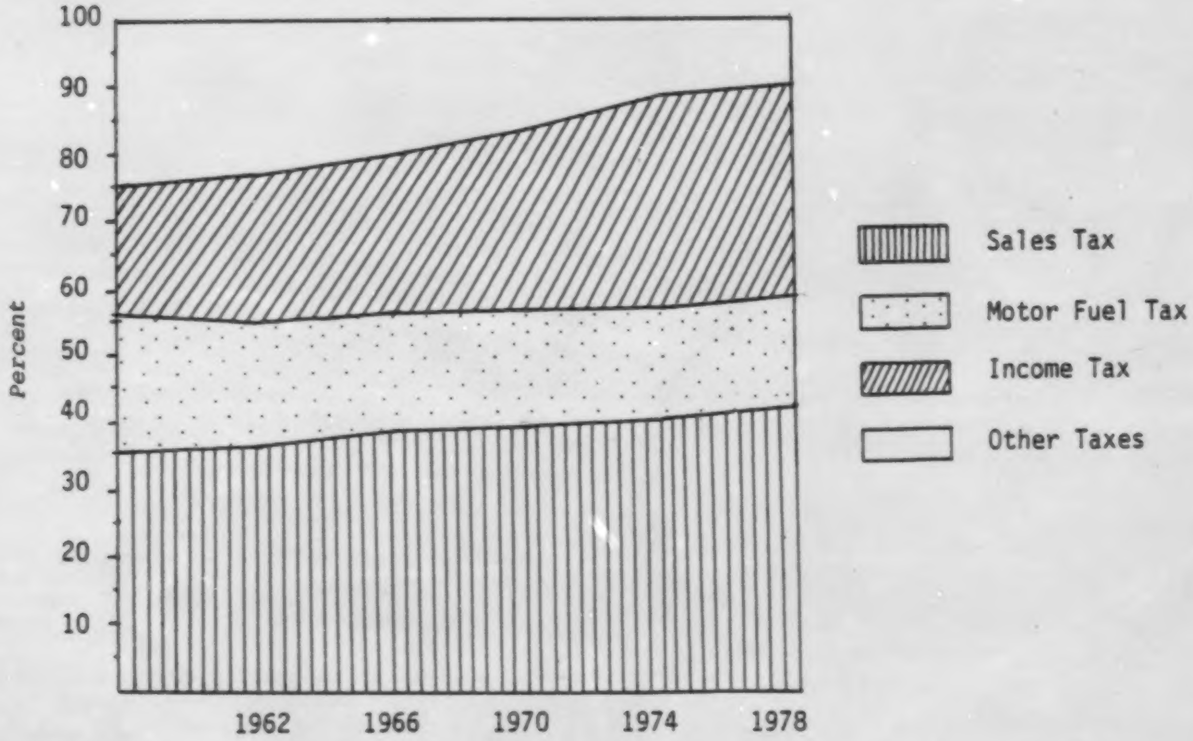

Figure r. Where the State Tax Dollar Comes From

Comparing Figures q and r, the usefulness of the strata graph becomes apparent in showing the comparative change across time. Thus, in this hypothetical situation, although there has been steady growth in the sales tax—which still remains as the major source of tax revenue—the greatest growth percentage-wise has been in the income tax.

Of course, this same trend data is available from the series of six pie graphs, but not in as immediately apparent detail. Thus, the advantage of the strata graph is its graphic simplicity and facilitation of showing change and trends in the component parts of a whole across time. Unfortunately, the strata graph makes it more difficult to determine the precise value for each component part for a given year without some type of mathematical calculation by the viewer. For instance, to determine the percentage of the tax dollar derived from the motor fuel tax in figure r above for 1970, it would be necessary to measure the upper value of the strata or layer for the motor fuel tax—which is 56%—then determine the upper value of the strata for the sales tax—which is 39%—and finally subtract the latter from the former—leaving 17%.

HINTS IN EVALUATING GRAPHS

A graph can be a powerful and useful tool in its attempt to translate complex or detailed statistical information into a graphic portrayal that is understandable to the decision-maker as well as lay citizen. But, graphs can also be misued. The following are some general guidelines which can assist one in evaluating a graph.

(1) Does the graph have a title, and is that title appropriate to the actual information being graphed?

Comment: Too frequently, graphs are included in news articles, reports, presentations, and advertisements with no title as to what precisely has been graphed. In some instances, on closer examination, it is found that the graph has little to do with the major purpose of the article.

Also, often a graph will purport by its title to depict a concept which properly can not be quantified without first operationally defining the concept in terms of measurable characteristics.

For instance, a graph depicting the "quality of life" should be immediately suspect, since each person has a slightly different concept of what constitutes "quality of life." While it is possible to graph components which contribute to the quality of life—such as income, housing, education, health, etc.—and while it would be appropriate to include these graphs in an analysis of the quality of life, it is important that the graph be appropriately titled.

Examples of other concepts which are not appropriate for graphing without first operationally defining the concept in measurable and observable terms include: happiness, intelligence, poverty, good, bad, conservative, liberal, beauty, fair, equity, justice, discrimination, success, and a host of others.

(2) What is the source of the data being graphed, how reliable is that source, and is the source shown with the graph?

Comment: Many graphs fail to show the source of the data, particularly those used in advertising. Without the source, the viewer has no basis to judge the accuracy, reliability, and objectivity of the graph.

(3) Are all scales and axes properly labelled?

Comment: Again, many graphs which purport to support a claim made in an article, report, statement, or advertisement, do not have the variables which are supposedly being graphed identified. No matter how impressive or dramatic the graph line, without knowledge of what precisely has been graphed, the graph is meaningless.

(4) Do the scales follow a consistent pattern, or are there gaps, irregular intervals, or other variations in the scales?

Comment: A properly constructed graph should follow a regular interval in its scales, so that the resulting graph lines represent a consistent progression. Attempts to interpret patterns of the past, as well as project those of the future, are difficult when an irregular scale has been used.

(5) Are the scale intervals appropriate for the information being presented, and does it appear that the graph has been manipulated in its construction?

Comment: In many ways, this is difficult to immediately discern. The choice of interval—for instance, whether the interval for years on the horizontal axis should be ½", 1", or what, and whether the interval for the vertical axis should be the same—is not governed by absolute rules. As a graphic depiction, there is room for discretion on the choice of intervals.

However, there is an opportunity for manipulating the graph in choosing these scale intervals. Through expanding or contracting the intervals on the horizontal and vertical scales, a wide range of variations are possible using the same data.

(6) Has the graph been accurately constructed?

Comment: Surprisingly, graphs are sometimes constructed so that the length of the bar on the graph, or the height of the line, have not been accurately measured. Additionally, coordinates are sometimes slightly fudged—either through sloppiness or intent.

(7) Is the graph clear in its visual impact?

Comment: The purpose of a graph is to clarify, not confuse; to simplify numerical data into a graphic display which will promote better understanding. Unfortunately, some graphs do not meet these expectations, but require extensive written explanation to clarify what they purport to show. For some scientific and technical purposes, this is acceptable; but where the graph is intended to be viewed by the average citizen, it is important that clarity and simplicity be stressed.

(8) Finally, after the other considerations have been met, does the graph contain the most relevant information, given the context in which it is being used.

Comment: Not infrequently, graphs are used to accompany articles or presentations which have at best a marginal relationship to the subject. For instance, a graph of families in America with portable radios would not be a particularly significant or relevant consideration to an analysis of the severeity of the energy crisis.

This consideration can often be seen in political campaigns, where a political office holder will include graphs showing many positive gains under his administration. Yet, on closer examination, the subject being graphed had little to do with the policies or programs of the office holder.

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TAKING A CLASS FIELD TRIP TO GEORGIA'S STATE CAPITOL

TEACHER'S GUIDE

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TEACHERS' GUIDE

TAKING A CLASS FIELD TRIP TO GEORGIA'S STATE CAPITOL

I. PLANNING PHASE

A. Why Take a Field Trip to the Capitol? Perhaps more than in any other discipline, civics and government textbooks have traditionally failed to convey to students what politics is really like. In one sense, the political process is one that almost must be experienced—from the moments of stirring and eloquent debate to the mass confusion that sometimes seems to reign. Despite the admonition that the two things you never want to see made in person—sausage and laws—a field trip to actually observe the legislative process in action can be an important learning experience. Unfortunately, with inadequate orientation of students before going, the field trip to watch the legislature can be a negative experience. It is important for students to realize that (1) little serious legislative business takes place during the first hour of the session, as perfunctory routine business must take place then (2) legislators do not have private offices, and for most, their desk in the chamber is their office where they must catch up on their mail, read the newspaper, and attend to other business, (3) the fact that legislators may not be at their seat is often due to the fact that some group from back home (including school groups) have paged the legislator and are meeting with him out in the lobbies, or it may be due to the press wanting an interview, or because a legislator is attempting to gather support for his bill, or because the legislator is meeting with legislative attorneys to draft a bill, or for a multitude of other reasons, and (4) much of the legislative process and study has taken place while a bill was in committee.

B. At What Grade Level Should Students Be Taken to the Capitol? There is no absolute guide to when students are old enough to receive a valuable learning experience by a field trip to the Capitol. For older students who are studying Georgia government or political science, the field trip is especially valuable when the legislature is in session. For younger students, other times are probably better.

The Legislature has adopted a policy encouraging elementary students (K-7) to schedule their field trips to the Capitol when the Legislature is not in session. This policy was motivated by concern that field trips have been less satisfactory for younger students due to the large numbers of students visiting the Capitol during legislative sessions, the wide differences in age and grade level, and the crowded conditions within the Capitol.

This policy, however, is not a blanket mandate prohibiting visits by lower grades. It is suggested, however, that most lower-grade students will find a trip to the Capitol more rewarding when scheduled when the legislature is not in session. Not only is there less confusion, but students have more freedom to get acquainted with the Capitol and the state museum. Tour guides also have greater time to spend with each class. Also, the weather in the fall and spring makes for a much nicer opportunity to tour the grounds of the Capitol and eat outdoors at the Garden Plaza across from the Capitol.

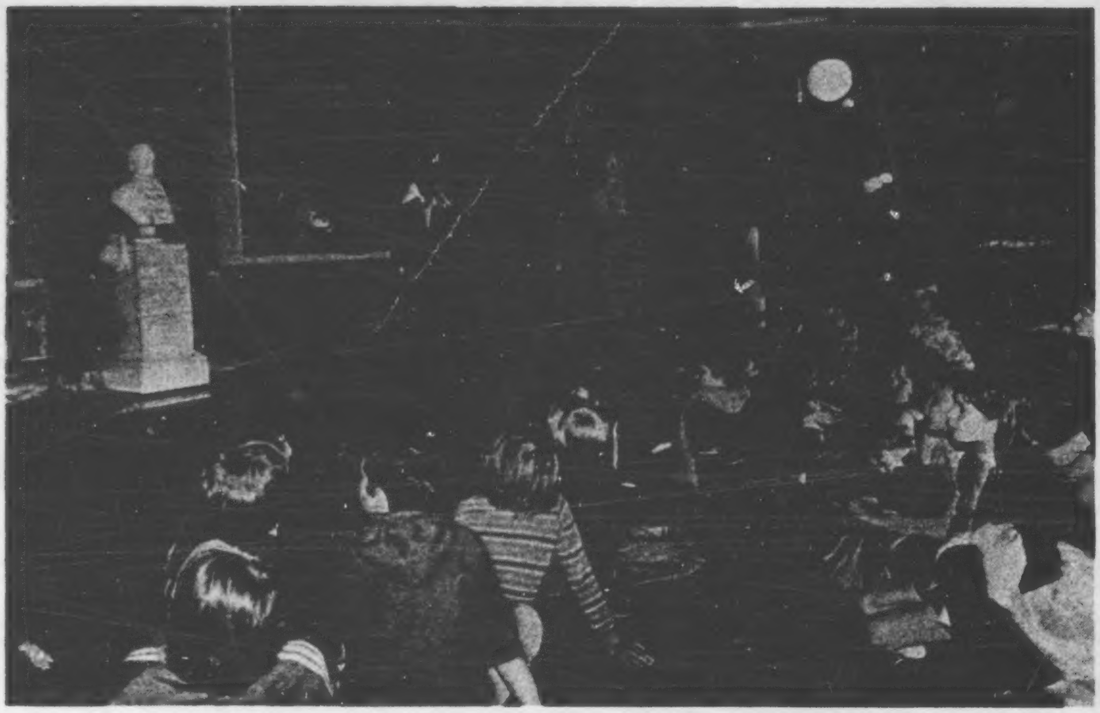
C. Logistical Problems. As the price of fuel increases, and as school systems cut back on use of school buses for field trips in the face of tight budgets, you may have to look at other alternatives. Local businesses or fuel suppliers may be willing to donate the fuel for the trip to the Capitol. In this regard, your state Representative or Senator may be helpful in suggesting businesses which might be willing to help.

More likely, if you can not arrange for a school bus, you will need to contact parents of your students. One benefit of having parents assist in providing transportation is that they can help in maintaining discipline at the Capitol—particularly for younger students.

Schools within the area serviced by MARTA, of course, may use MARTA buses or rapid rail to get students to the Capitol. The Georgia State station of MARTA rapid rail is less than one block from the Capitol. Its convenience may even prompt those who would be driving to park at one of the parking facilities provided by MARTA and ride the rapid rail in. The students certainly will find this exciting.

D. Where a Field Trip to the Capitol Fits Into Your Curriculum. There are no hard and fast rules as to the best time to schedule a field trip in relation to your course of study. Some teachers effectively use this as a culminating activity of a unit on the legislative process. Others use this as a preliminary motivating experience with great success. Whichever decision is made, however, it is again imperative that some type of orientation be given before students visit the Capitol—especially if during a legislative session.

E. Scheduling the Trip. Trips to the Capitol should be scheduled in advance to assure that a tour guide will be available for your class, and to enable you to meet with your legislator if a session is underway. While it is possible to walk



Tour Guide With Students in Capitol Rotunda

Secretary of State David Poythress With Brownie Troop

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in "off the street" and wait for a tour, if a session is underway you may not be able to work your class into another tour, since there are limits on the size of each tour.

Should you desire to conduct your own tour, advance scheduling is not required, but is still recommended.

F. **Choosing a Date for Your Visit.** The General Assembly convenes on the second Monday in January each year. Typically, after the first two weeks they adjourn for a two-week budget recess and then reconvene. However, they may follow a different pattern in any particular year. The House Public Information Office (404-656-5082) or Senate Information Office (404-656-5097) should be able to give you the expected dates of recesses once the session begins.

G. **Choosing a Time of Day for Your Visit.** For schools outside the Atlanta area, there may be little discretion in selecting a time to come to the Capitol, given the distance that must be traveled each way.

Daily sessions of the Legislature began at 10:00 a.m., with the roll call, prayer, and various routine business. (During the first hour of the session, there is usually little going on that will interest students, and in fact because of the number of legislators not at their seats or talking with other legislators, may be a less preferable time for students to watch from the gallery).

Later in the morning, floor debate and voting on bills begins. Early in the session, either or both houses may adjourn for the day by 2:00 p.m. so that committees may begin their deliberations. Later in the session, the hour of adjournment may extend until 3:00 or 4:00 p.m., and in the last week or so of the session, may not be until 6:00 p.m. or later.

While both houses convene each day at the same time, they may set their own pace of deliberation, and recess for lunch at different times, as well as adjourn for the day at different times. Usually, the late morning and early afternoon periods are best if you want students to observe actual debate and voting on bills.

H. **Arranging for a Tour of the Capitol.** Tours are conducted by tour guides, and are the responsibility of the Georgia Building Authority, which has responsibility for the maintenance of the Capitol, its grounds, and other state office buildings.

Inside the west (main) entrance to the Capitol, a visitor information booth is maintained, where the tour guides may be found, as well as information about the Capitol.

To schedule a tour for your class, return the accompanying form, or call 404-656-2844 or 404-656-6242. If given enough advance notice, tour guides will mail you some information to help plan your trip.

Be prepared to give two or three suitable dates to choose from, as their schedule is quite full during legislative sessions. Tours are scheduled every 30 minutes from 9 a.m. to 4 p.m., if the Legislature is not in session, an additional 15 minutes in the gallery.

I. **Arranging Meetings and Photos with State Officials.** When the General Assembly is in session, legislators are usually happy to meet with students at the Capitol. You should notify your Representative and/or Senator in advance so they can plan to meet with your class.

Because of the Governor's demanding schedule, it is physically impossible to have all school groups meet and have their picture taken with the Governor. On occasion, where his schedule permits, you may inquire as to the possibility of the Governor greeting the students and having a picture taken. During a legislative session, this will generally only be possible around the noon hour. To arrange such a picture, call or write the Governor's Appointment Secretary, Office of the Governor, State Capitol, Atlanta, Georgia 30334, Phone: 404-656-1720.

The appointment secretary can usually tell you when the Governor is available, but please remember that the Governor's schedule can change at the last minute and your class may not be able to see him. Upon your arrival at the Capitol, stop by the Governor's office to verify your appointment. This office is in the Executive Office suite across from the Information Booth.

Legislators will sometimes tell you that they will arrange for a meeting with the Governor. However, it is suggested that you handle this yourself to save the extra work for the legislators.

J. **Types of Tours Available at the Capitol.** Until recently, only two types of tours were available to school groups. If the Legislature was in session, a short tour was held in the rotunda of the Capitol, where tour guides briefly talked about Georgia history, the portraits and busts in the Capitol, and some information about Georgia government. If the legislature was not in session, students could receive an additional 15 minute discussion about the legislature in the gallery of the House or Senate.

While this general format is still followed, special programs, tours and displays are currently being developed at the Capitol which will broad-

Governor George Busbee With Visiting Students en the scope of the tour program. For instance, a new rear-screen projection system allows students to view slide/tape presentations that are being developed at the Capitol. Also, experts in various areas may be invited to come and conduct a program on a special subject for classes.

Special programs are now available on gold, the project to regild the Capitol dome, the wagon train that traveled Georgia in 1979, and a number of other areas. The accompanying form for scheduling a tour should be referred to for a more comprehensive list of available offerings. In addition to those listed, if there is a specific area you would like to have a tour offered on, you can contact the tour guides, who will see if such a program can be developed.

II. THE ACTUAL FIELD TRIP

A. **Parking.** As mentioned earlier, one approach being taken by Atlanta and non-Atlanta teachers alike in recent months is to park at one of the MARTA rapid rail parking lots in East Atlanta. If coming from east of Atlanta, try the Avondale Station, and if that is full, follow College Avenue into Atlanta checking the lots along the way. The students will enjoy the experience of the rapid rail system, which is fairly inexpensive, and you don't have to worry about parking downtown.

If you decide to bring a bus, or if you decide to park near the Capitol, the following information applies. Buses may park on the right curb side of Washington Street directly in front of the Capitol free of charge (despite the "No Parking" signs). Automobiles may park at the Underground Atlanta parking lot directly adjacent to the Capitol for $1.50 all day (as of 1980). If the Legislature is not in session, visitors may park in the state parking lot directly east from the Capitol on Capitol Avenue for 25 cents for the first half-hour, and 25 cents for each following hour. Visitors may also park at the parking lot behind the State Archives at any time for $1.00 all day. There is very limited meter parking near the Capitol.

B. **Procedure Inside the Capitol.** For the protection of state officials and the security of state records and property, security booths are located at each entrance to the Capitol.

All visitors entering the Capitol are counted and given identification tags. Briefcases, purses, and other items are searched when individuals enter the Capitol. Where a school class is on a field trip, individual students will not be searched, but the teacher must be present to identify the group and note how many adults and students are with the group.

Beyond the security booth at the western entrance to the Capitol is the Visitor Information Booth. During the legislative session, groups will enter the Capitol through the northern entrance, but after the session they can enter through any entrance. Once inside, the teacher should proceed to the Information Booth to notify the tour guides of your arrival.

When the General Assembly is in session (January-March), your tour will consist of a thirty minute lecture and tour on the main floor (which is actually the second floor). After this tour, go to the third floor and request that a page go into the House or Senate chamber to notify your legislator of your arrival, should you desire your class to meet with them. If an important debate or vote is not before the House or Senate, your legislator will probably speak with students, and perhaps have a legislative photographer take a picture of the class with the legislator.

Classes are on their own to visit the State Museum on the 4th Floor. It is up to the teacher to decide whether or not to visit the galleries to observe the Legislature.

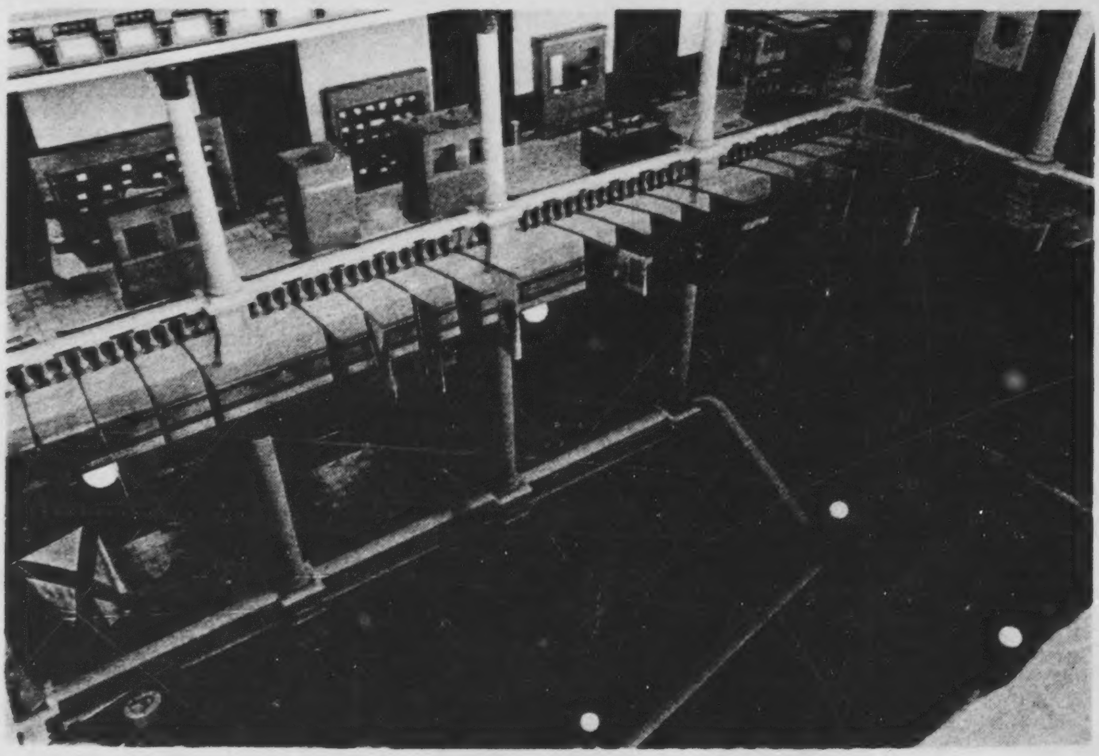
To visit the galleries during a session, the teacher should approach the House or Senate staff on duty outside the doors to the galleries and notify them of the number of students in the groups. Sometimes, a wait of 10-15 minutes may be necessary. Once in, most groups may stay about 15 minutes observing the lawmakers in action below.

While in the galleries, visitors are not allowed to use flash attachments or flashcubes to take pictures of the Legislature below. This is very distracting, and is prohibited. However, if students have cameras which will function with available light (see following section, "Cameras and Film") they may photograph the House or Senate chambers.

Students should be reminded that important state business affecting the lives of millions of Georgians is being conducted in each chamber. All visitors to the galleries must remain seated and quiet, and may not applaud. If students are informed about legislative procedures, their visit to the galleries will be an invaluable learning experience. If they are not prepared for what they see, however, they may come out confused and disappointed, particularly if they happen to be in the galleries during the morning session when non-controversial routine business is taking place.

If the General Assembly is not in session during your visit, the tour guide will take you into the galleries and explain the legislative procedure to

House Chambers As Seen From The Galleries



Capitol Interior Showing Portions of State Museum

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the class. It is suggested that you visit and tour the Capitol when the General Assembly is not in session and return during a session to observe the lawmakers in action.

C. **Eating Facilities.** You have several options at lunchtime. If your class brings snack lunches, you may eat on the upper level of Plaza Park, directly across from the western entrance to the Capitol. Students are asked not to eat on the tables on the lower level if they are bringing their lunches, unless there are plenty of tables. Also located in Plaza Park is the Garden Room, a state-operated eating facility featuring a short order restaurant, with lunches, sandwiches, hamburgers, ice cream, etc., and an excellent salad bar. Indoor or outdoor tables are available to eat on.

On the 6th floor of the State Health Building on Trinity Avenue, directly across the street from the south entrance, are two state cafeterias. Additionally, there are private eating establishments in Underground Atlanta, located one block from the Capitol.

On the first floor of the Capitol is a small snack bar, serving cold drinks, candy, and sandwiches. This is generally too small for a class to use, as there are only two tables in the snack bar.

No eating is allowed within the Capitol or on the grounds by visitors (with the exception of the snack bar).

D. **Rest Rooms.** The principal public rest rooms in the Capitol are located on the 3rd floor, on either side of Room 341. Additionally, smaller facilities are located on the 1st floor.

E. **Cameras and Film.** In advising students what type of camera and film to bring, several considerations should be reviewed. First, anticipating that students will want to take a picture of the House or Senate in action, it should be reminded that flash pictures are not allowed from the galleries. Thus, any pictures from the gallery will have to be taken with a camera and film using available light. This means that a "fast" film should be recommended. How "fast" a film will be necessary will depend on the camera being used. With the small pocket size cameras so popular today, a very "fast" film will be needed. With the larger adjustable cameras (such as 35 mm single lens reflex cameras), the film may not have to be as "fast."

A film's "ASA" rating determines whether that film is considered "fast" or "slow"–that is, whether it takes a short time or a long time for an image to register on the film you are using. With a "fast" film, you can shoot under available light in many situations. With a "slow" film, you almost always need a flash indoors.

As a general recommendation for students, a film with an ASA rating of 400–which is very "fast"–is recommended. If you have a single-lens reflex with a 2.8 lens, you can shoot with a film with an ASA rating of 200 at 1/30 of a second from the gallery. Films such as Kodachrome 25 (which has an ASA rating of 25) could not be used in the chamber without a flash.

Students should also decide whether they want prints, or whether they want to take slides to possibly use in making a slide presentation on the legislature. Either film can be used in a camera.

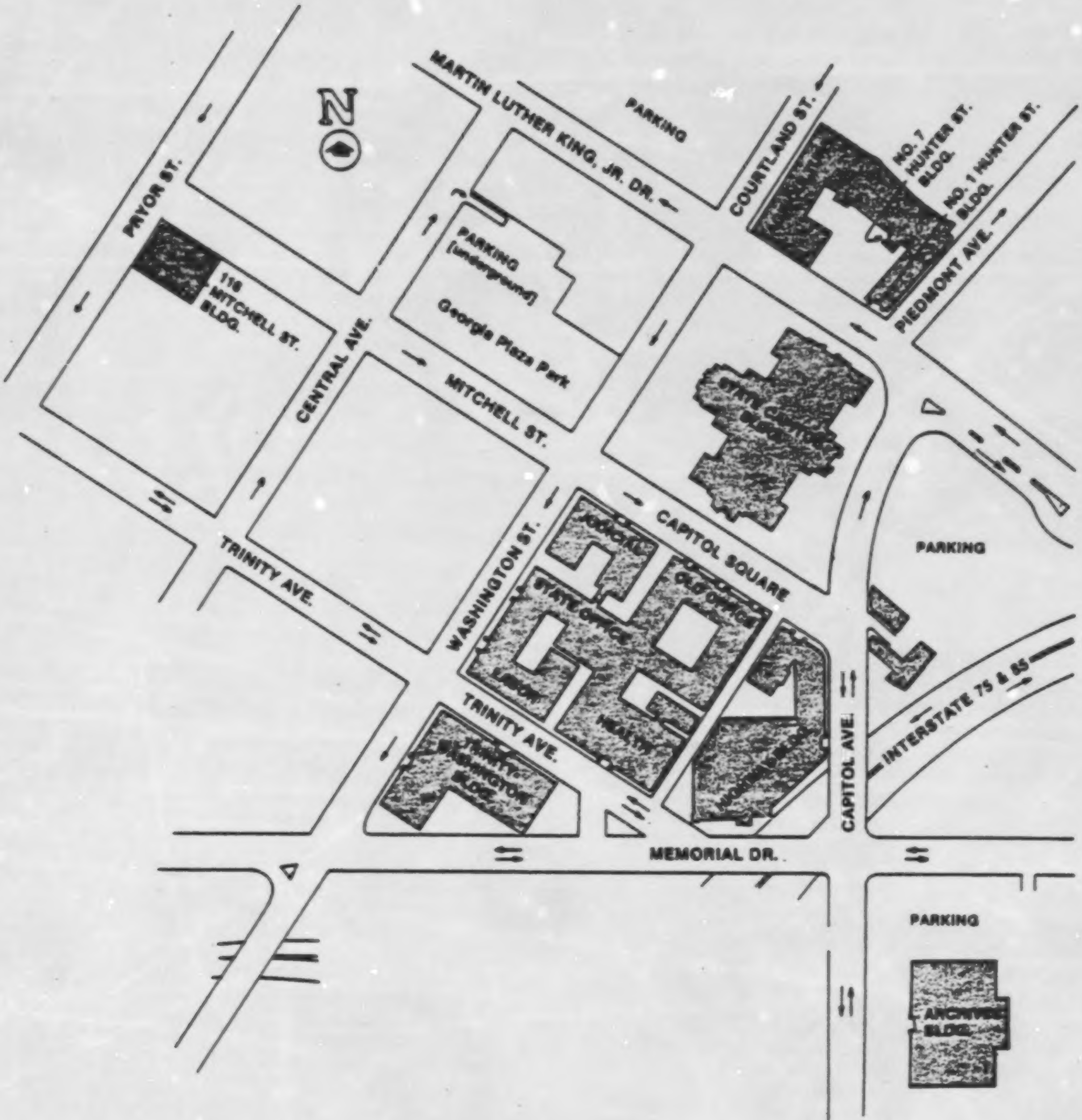
If students are unable to obtain a camera and/or film that will allow them to take pictures within the chamber, advise them there are still many other excellent subjects and things to photograph at the Capitol. Anything outside the chamber can be photographed with a flash. Advise students, however, that when using flash cubes or electronic flashes when photographing museum items in their glass cases, avoid shooting directly at the object (since the flash will bounce off the glass case back into the camera). Rather, they should shoot at an angle into the glass case.

Further remind students that flash cubes generally have an effective range of only about 25 feet, unless there is outside light to brighten up the background.

Don't forget to allow students a chance to photograph the many items (e.g., replica Liberty Bell, Statue of Liberty, etc.) on the grounds of the Capitol. The best lighting for pictures taken outside the western entrance to the Capitol, incidentally, occurs in the afternoon–particularly on sunny days.

BEST COPY AVAILABLE

STATE GOVERNMENT COMPLEX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PRYOR ST.
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PARKING (underground)
Georgia Plaza Park
CENTRAL AVE.
MITCHELL ST.
TRINITY AVE.
WASHINGTON ST.
CAPITOL SQUARE
JUDICIAL
OLD OFFICE
STATE OFFICE
LABOR
HEALTH
TRINITY-WASHINGTON BLDG.
PARKING
CAPITOL AVE.
INTERSTATE 75 & 85
MEMORIAL DR.
PARKING
ARCHIVES BLDG.

STATE CAPITOL TOURS

(Please check if interested)

___ I am interested in scheduling a class visit to the Georgia Capitol during the month of ______________. Please have a tour guide call me and schedule a specific date and time.

___ I am interested in the following topics for our tour: (check one or two):

___ Georgia Government

___ Georgia Gold, the Capitol Dome Regilding, and the Gold Wagon Train

___ Georgia History

___ Capitol Architecture

___ Georgia Indians

___ Famous Georgians

___ Georgia Black History

___ Georgia Folklore

___ Civil War

___ Other (specify) ______________________________

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Name: ______________________________

Address: ______________________________

____

____

Phone: (school) ______________ (home) ______________

Best Time to Call: (school) ____________ (home) ______________

Grade Level of Class: ____________ Number of Students: ____________

Name of State Representative and Senator (if known): ____________

____

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Return this form to:

Tour Guide Program
Georgia Building Authority
P.O. Box 38366
Atlanta, Georgia 30334

I.C.E. STUDY PRINTS

1. United States Flag.
2. Statue of Liberty.
3. President Ronald Reagan. Formerly Governor of California from 1967 to 1975, Reagan, a Republican, was elected President in 1980, and assumed office in January 1981 as America's 40th President.
4. Former President Jimmy Carter. Formerly Governor of Georgia from 1971-74, Jimmy Carter was elected as President of the United States in 1976, and assumed office in January 1977. Carter, a Democrat, was the 39th President of the United States.
5. The White House. Located in Washington, D.C., the White House serves as the office and home of the President of the United States.
6. Capitol of the United States of America. Located here are the chambers where the House of Representatives and Senate meet, as well as other offices and historical exhibits.
7. Supreme Court of the United States. Here, the 9 Justices who comprise the highest court in the United States meet and hear appeals from lower federal courts, and one occasion from the state supreme courts, as well as suits between states.
8. Columns above main entrance to the Georgia State Capitol. Behind these columns is located the chambers of the House of Representatives.
9. Gold dome of the Georgia State Capitol. First gilded with Georgia gold in 1959, the dome is scheduled for regilding with a new coating of gold leaf made from 43 ounces of Georgia gold brought from Dahlonega to the State Capitol by wagon train in 1979.
10. Georgia Governor George Busbee holding a press conference to discuss major issues facing the state.
11. Governor Busbee signing legislation into law. The governor may either sign a bill passed by both houses of the General Assembly into law, or he may veto the bill, thus preventing it from becoming a law. If the Governor neither signs nor vetoes a bill, it becomes a law without his signature.
12. The Governor's Mansion, home of Georgia's Governor. Unlike the White House, which is both home and office to the President of the United States, the Governor's Mansion serves only as the Governor's residence, with office facilities provided for the Governor at the State Capitol.
13. Chambers of the House of Representatives as seen from the gallery in the Georgia State Capitol. With 180 members, the Georgia House is the larger house of the Georgia General Assembly.
14. Georgia lawmakers seen at their desks on the floor of their chamber. Except for legislative leaders, Georgia legislators do not have private offices, and much of their work is done at their desks on the floor of the House or Senate.
15. Georgia Educational Television covering session of the Georgia Senate for the series, "The Lawmakers," shown nightly on public television during sessions of the General Assembly.
16. Lobbies of the Georgia State Capitol, with lobbyists in background discussing bills before the General Assembly with legislators.
17. Courtroom of a Georgia superior court, the basic trial court in Georgia for trying cases involving state law. It is the superior court which tries major criminal and civil cases in Georgia.
18. Georgia's interstate highway system, an example of federalism in action, where the federal government has provided major funding to states, who match these funds in part, to provide uniform services in certain vital areas.

19. A closed county landfill, which state environmental and sanitation laws and regulations have required to be closed. This is one example of how the state regulates city and county governmental operations.

20. A firetower of the State Forestry Commission, used to watch for forest fires. One example of state services to Georgia's people.

21. State Prison at Reidsville, site of the prison facility for the most dangerous criminals in Georgia.

22. Georgia fisherman on one of the state's many inland rivers and streams. Hunting and fishing regulations are under the jurisdiction of the Georgia Department of Natural Resources.

23. Gasoline station, shown as an example of the many federal, state, and local regulations affecting our lives and businesses. In this case, for example, this one photo shows a facility that is regulated by such federal agencies as the Department of Energy (price of gasoline taxes); by such state agencies as the Department of Revenue (state gasoline taxes), State Fire Marshall (rules about cigarettes around gas pumps, putting gasoline in non-metal containers), State Board of Worker's Compensation (employer's contributions to worker's compensation), State Department of Public Safety (motor vehicle inspection), and others; and by local agencies concerned with business license taxes, zoning ordinances, etc.

24. Sign suggesting city and county government, in this case signs indicating the boundaries of Columbus and Muscogee County, Georgia's only example of a consolidated city and county government.

25. City Hall, location of city government for one of Georgia's more than 500 municipalities (the official name for a city).

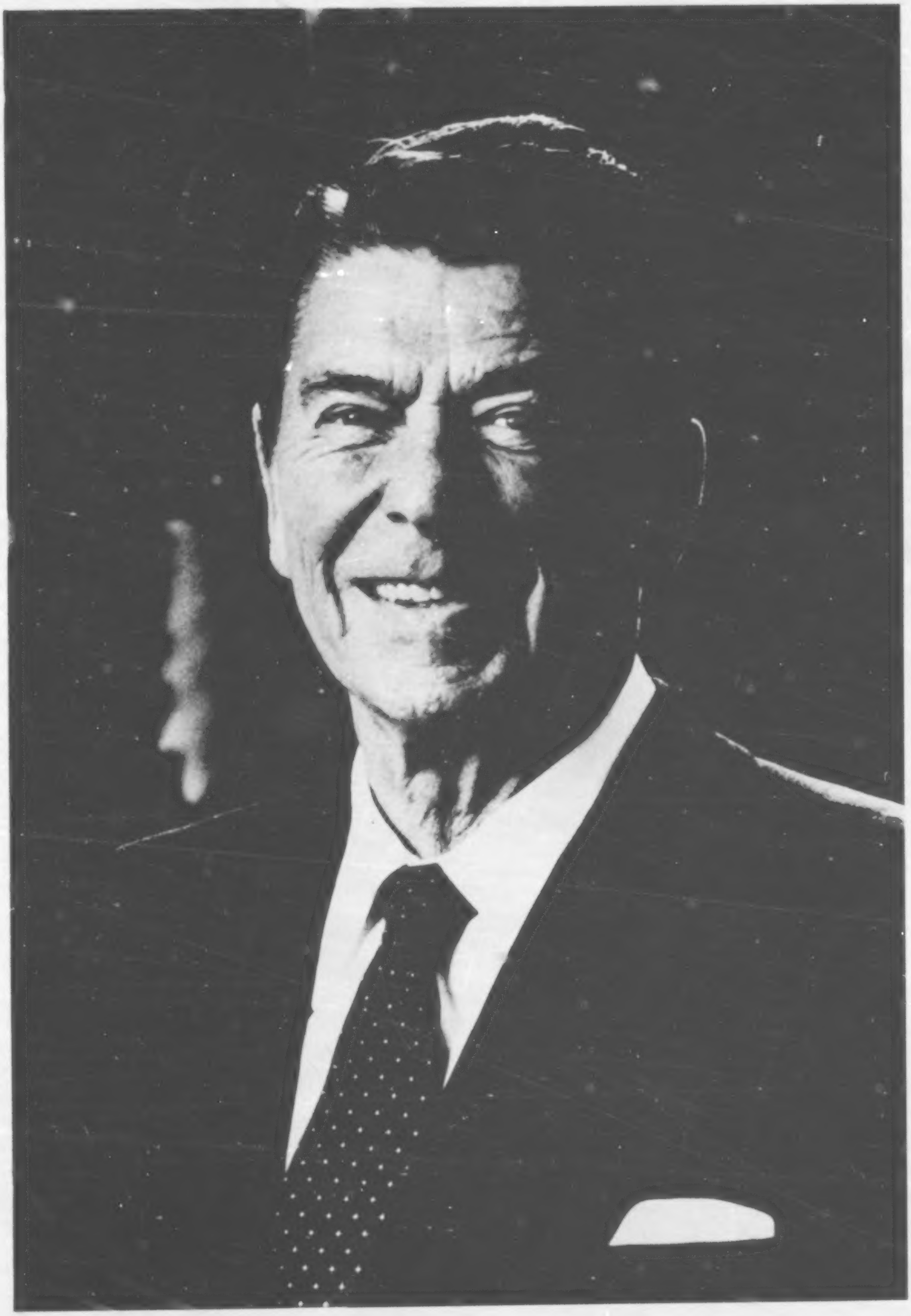
26. City police officer. Law enforcement is an important function of many of Georgia's cities.

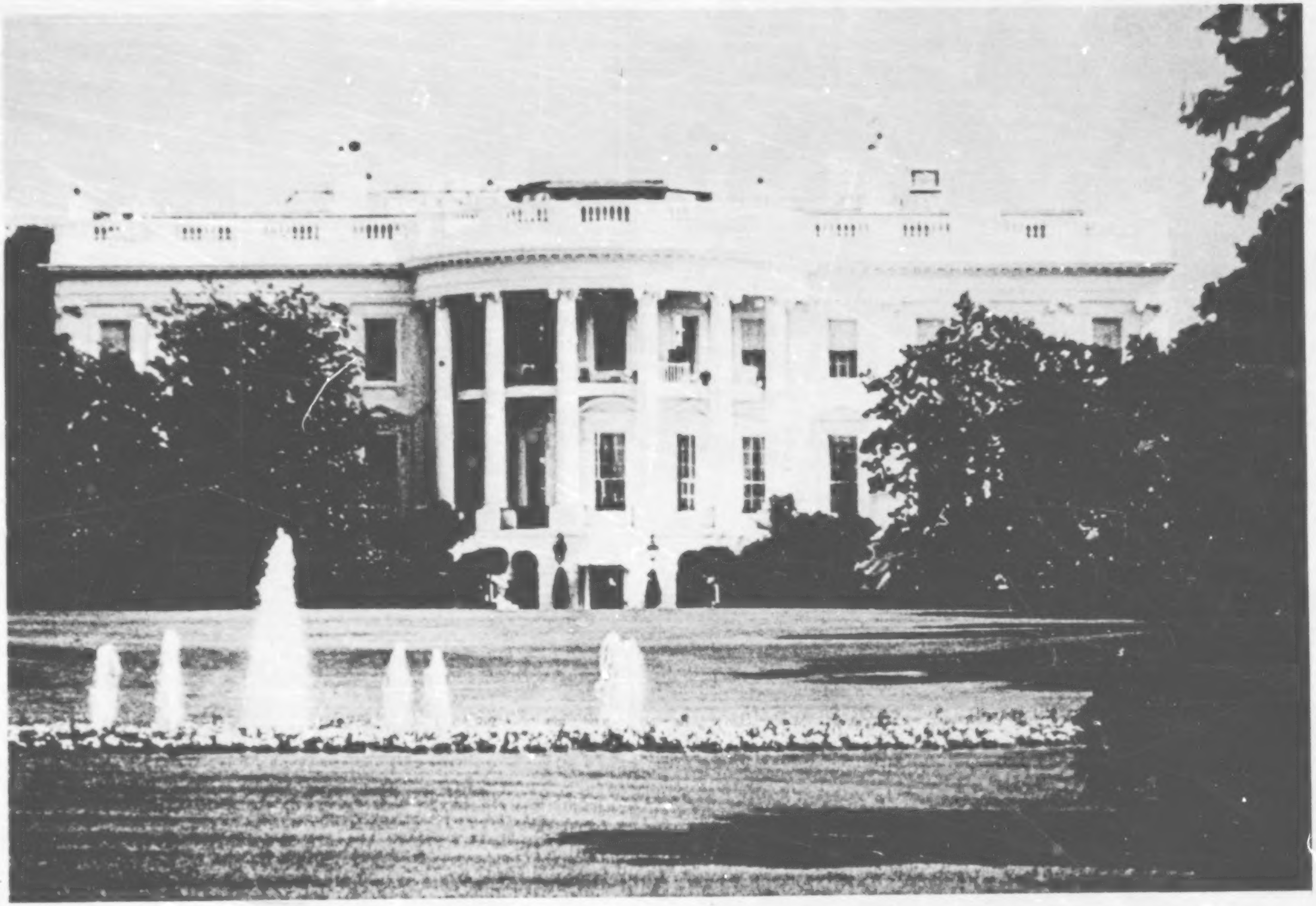
27. MARTA bus in Atlanta. Although only the larger cities in Georgia provide city bus service, this is an important service provided by local government to city residents.

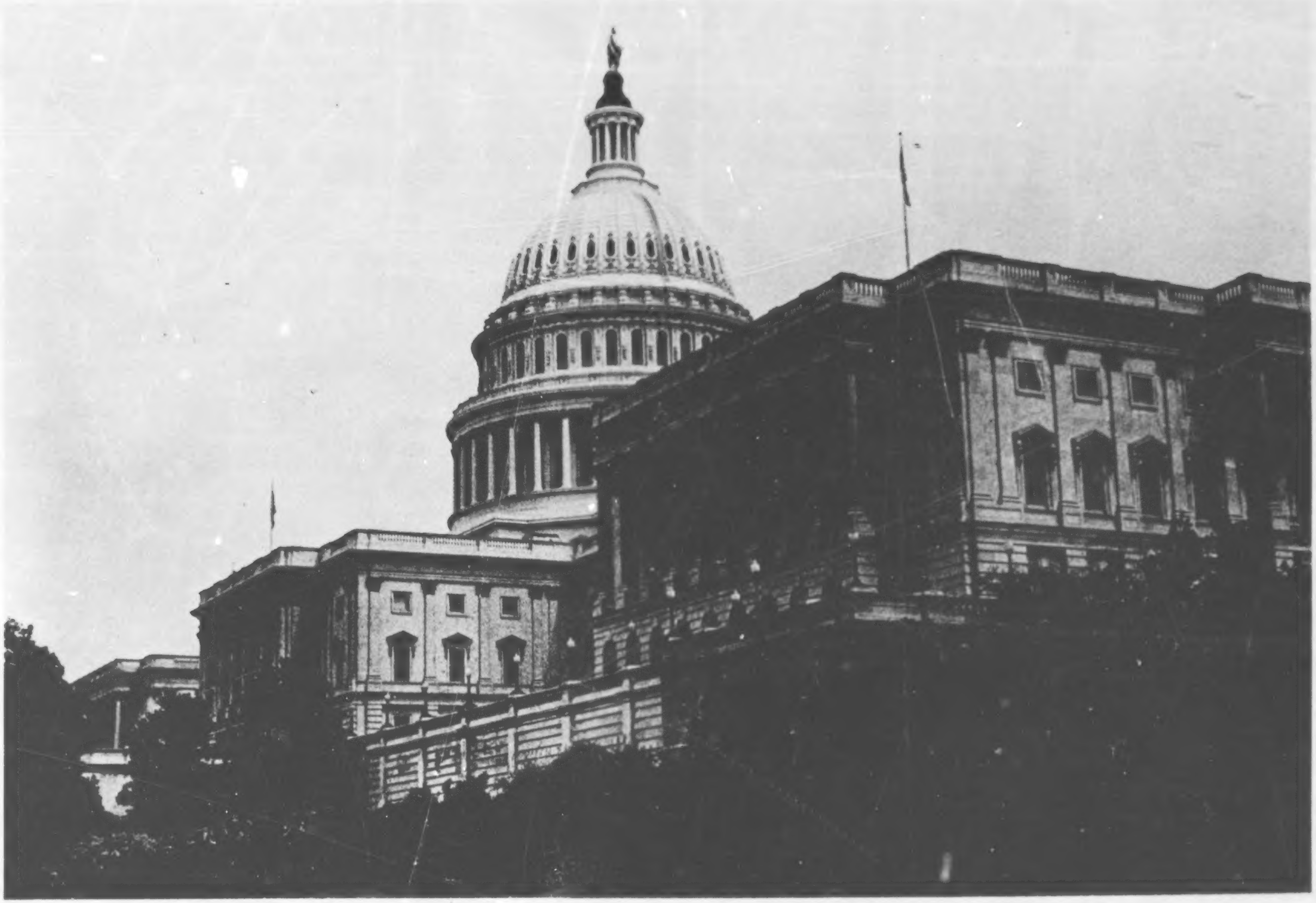
28. Railroad tracks through the center of a rural Georgia town. Many Georgia cities were built up around access points to rail transportation to carry Georgia farm products to distant distribution points.

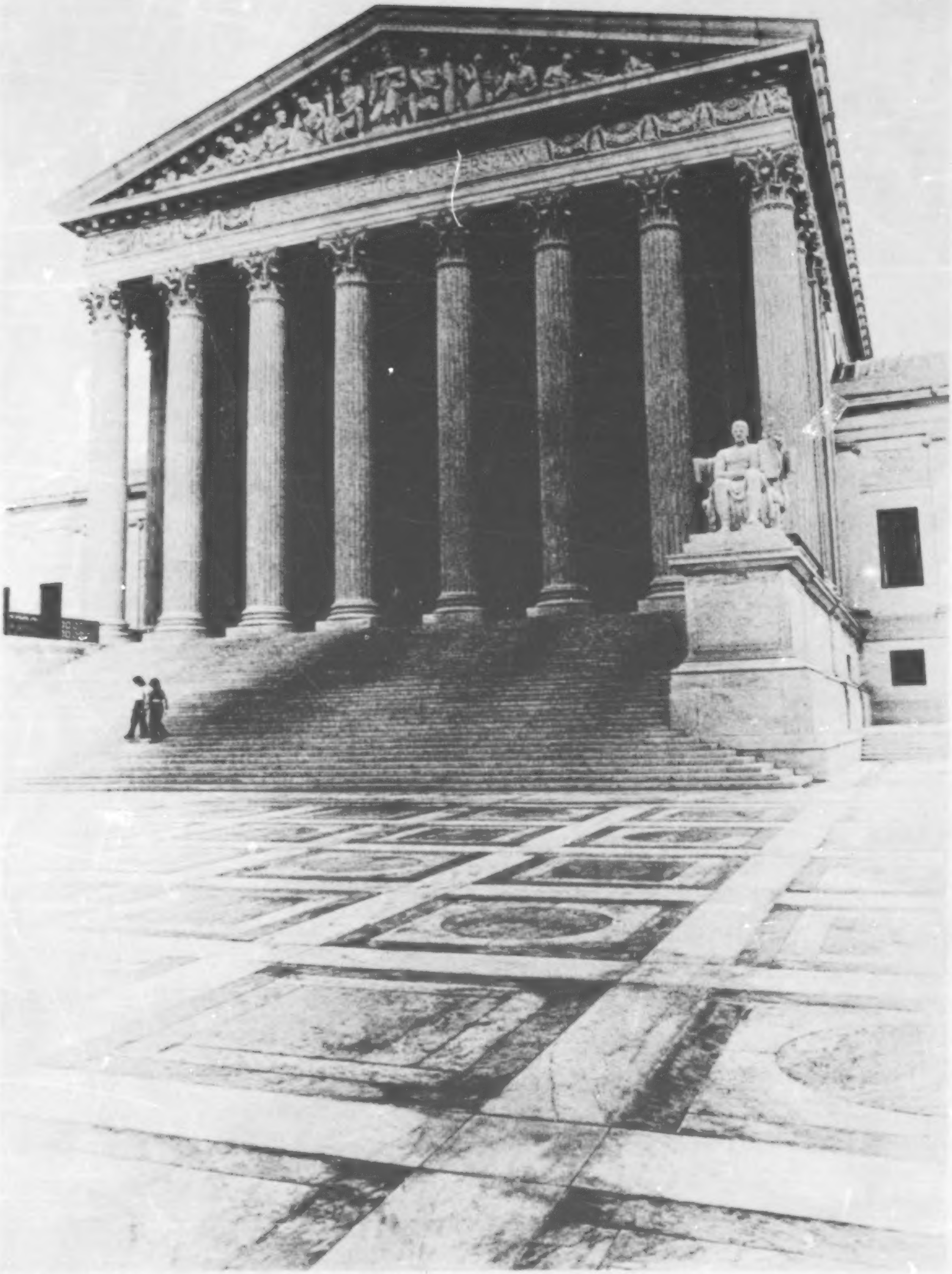
29. Example of vandalism in Georgia.

30. Example of vandalism to city park benches in Georgia.









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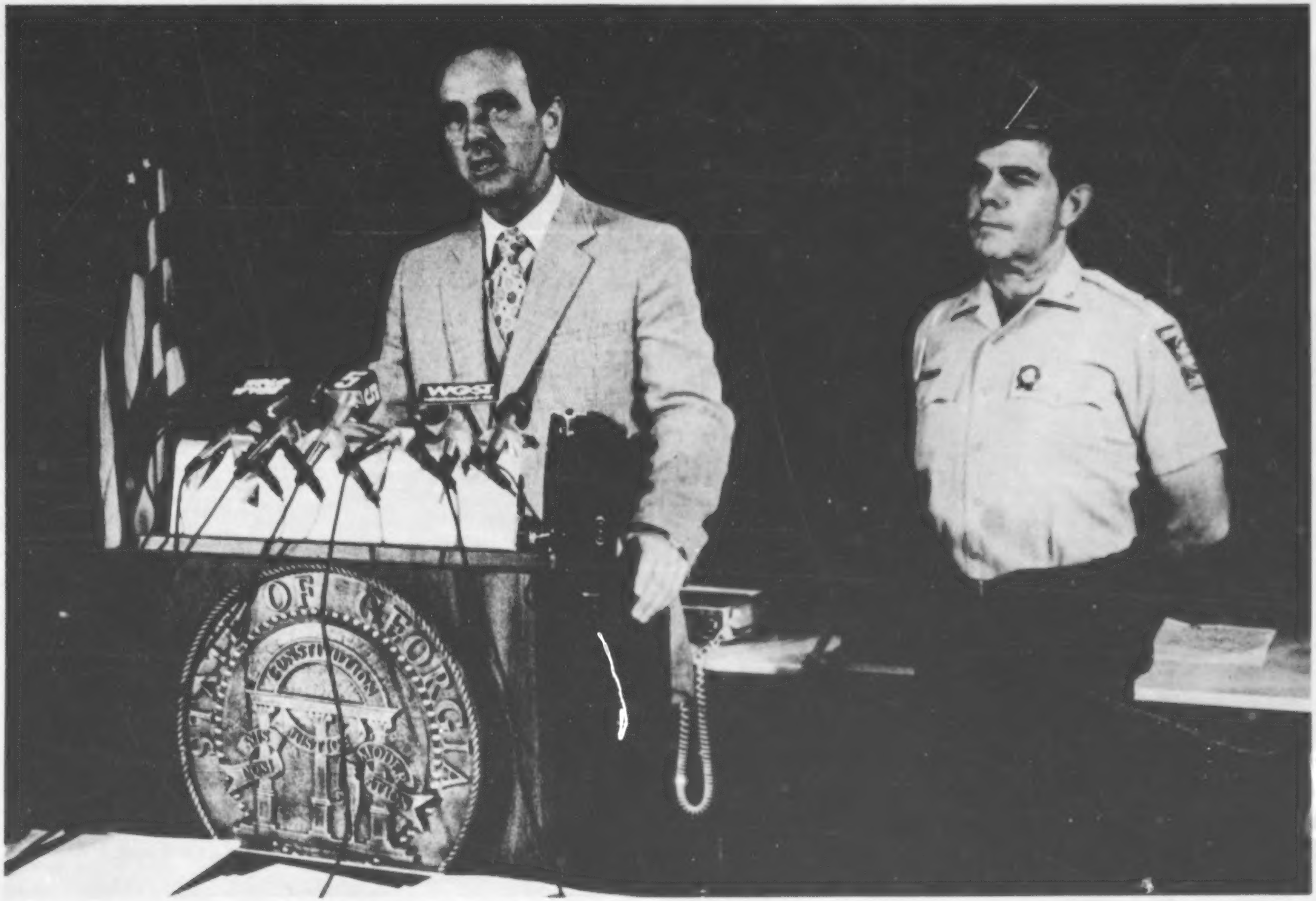
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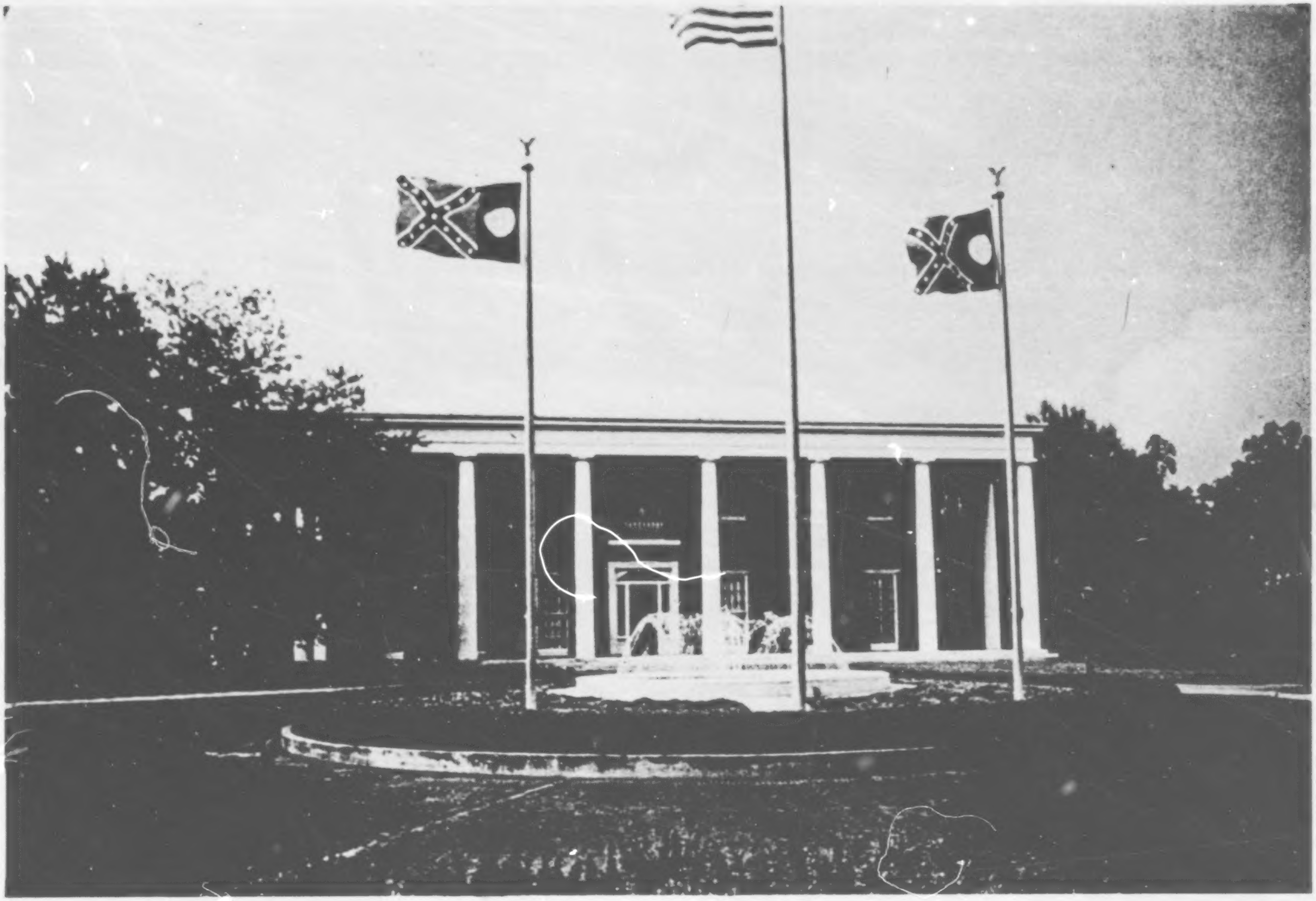

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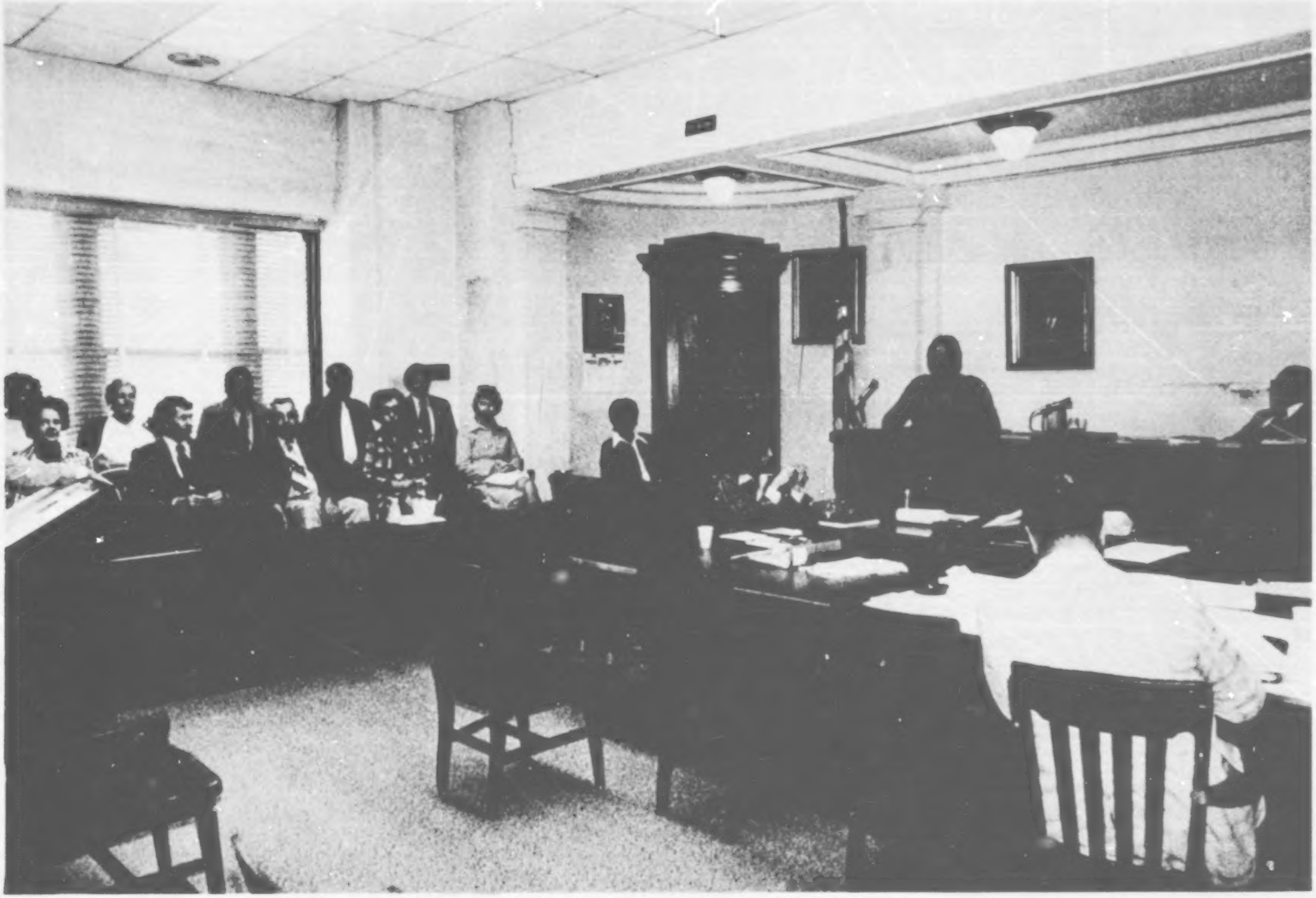

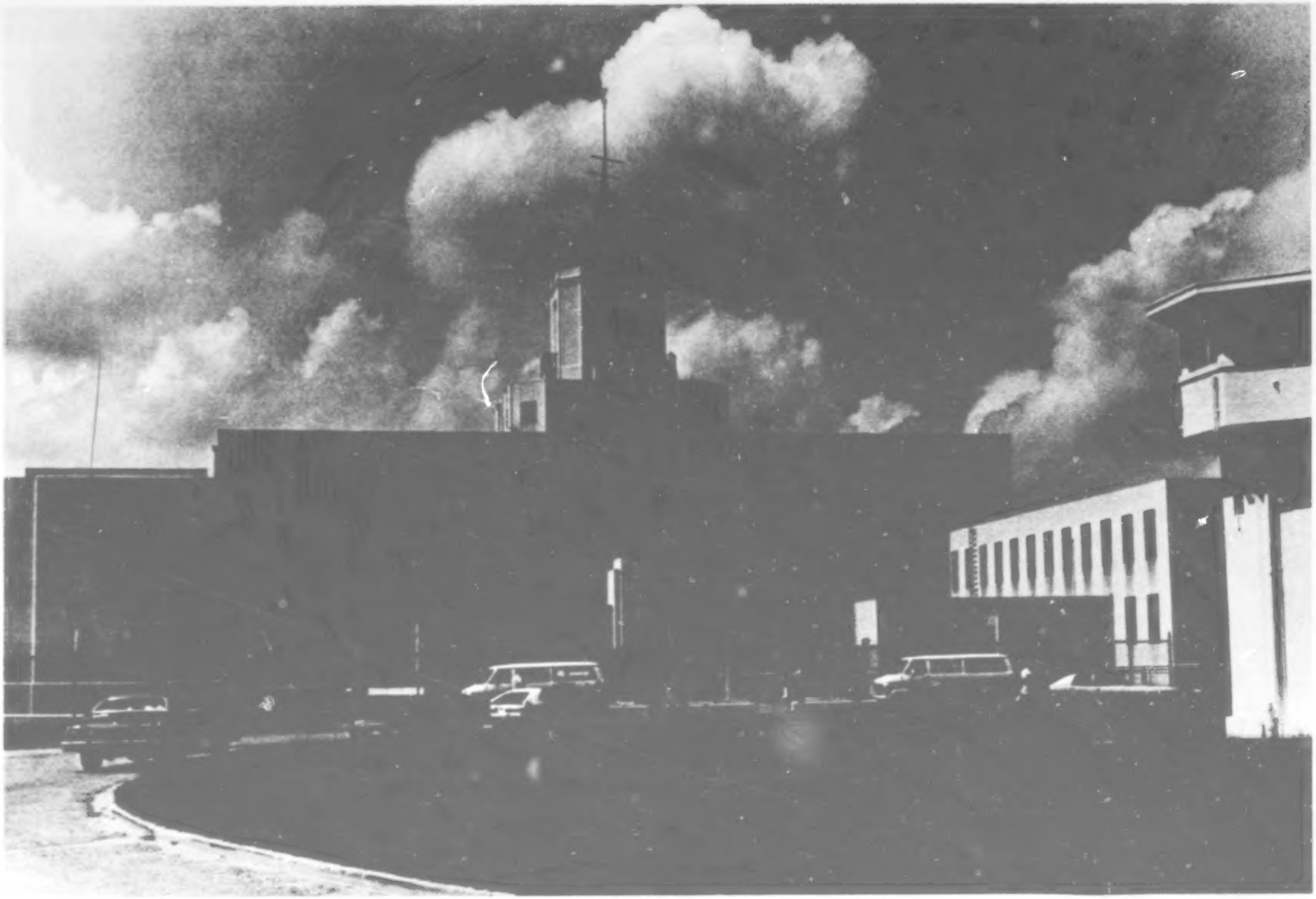

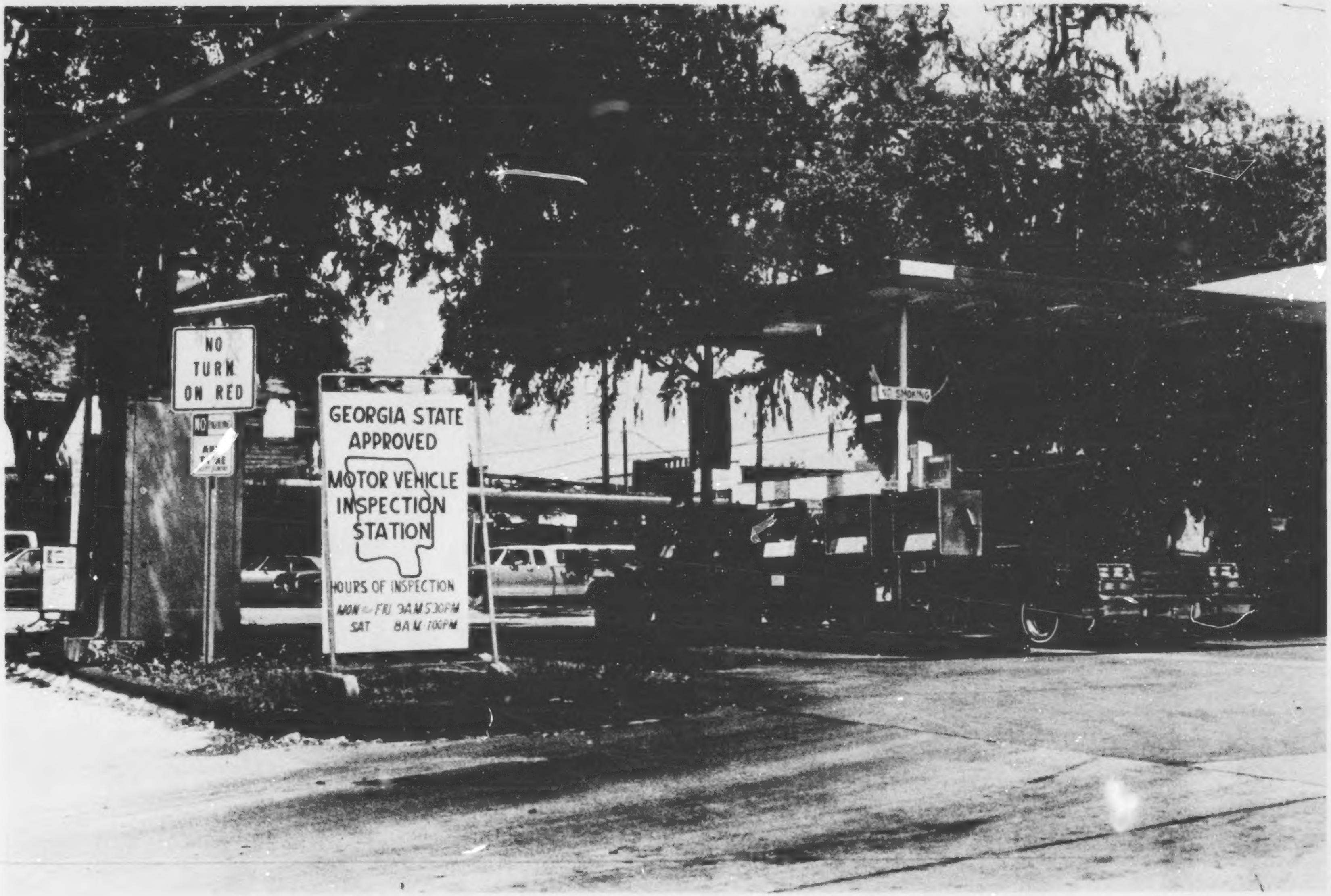
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MUSCOGEE
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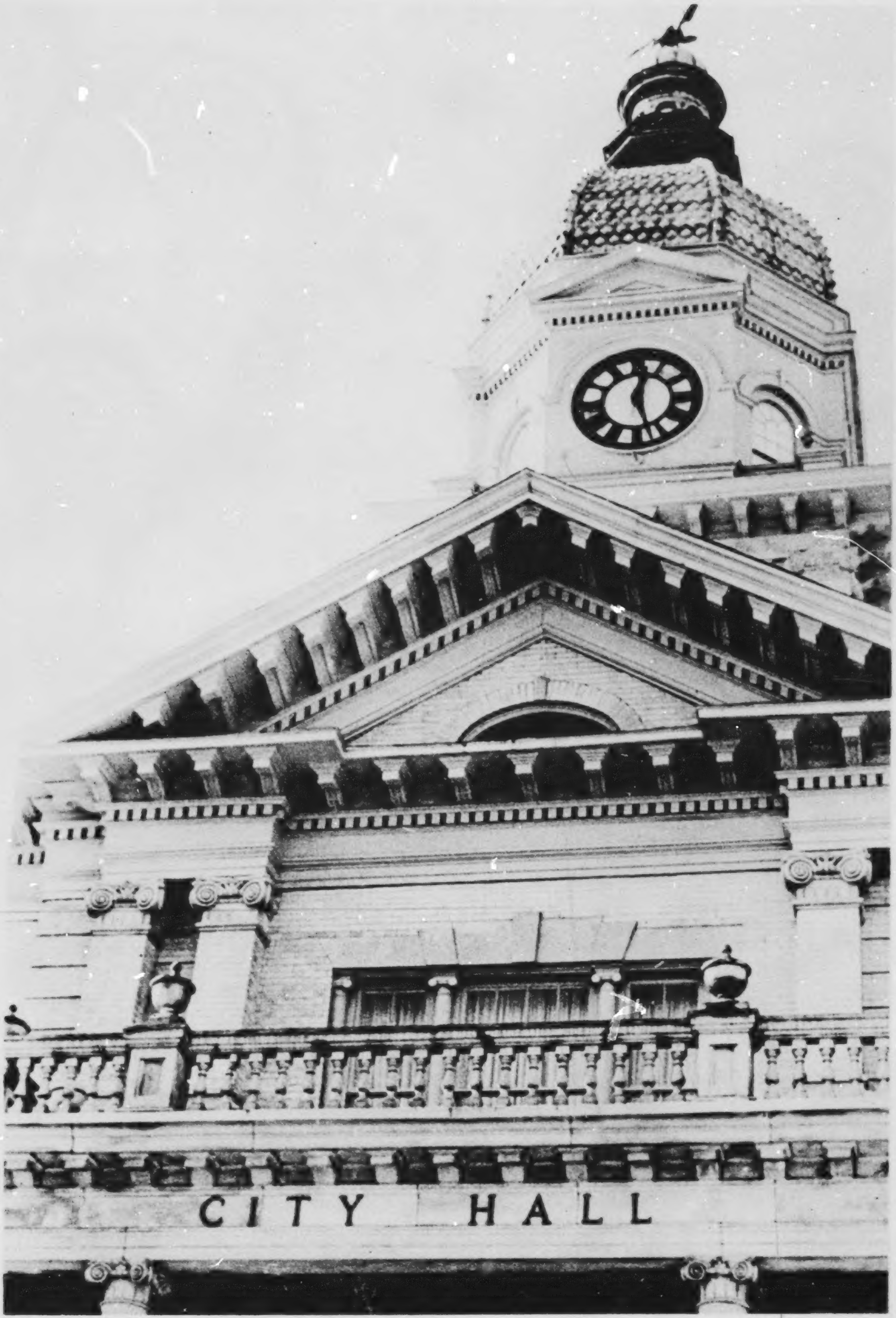
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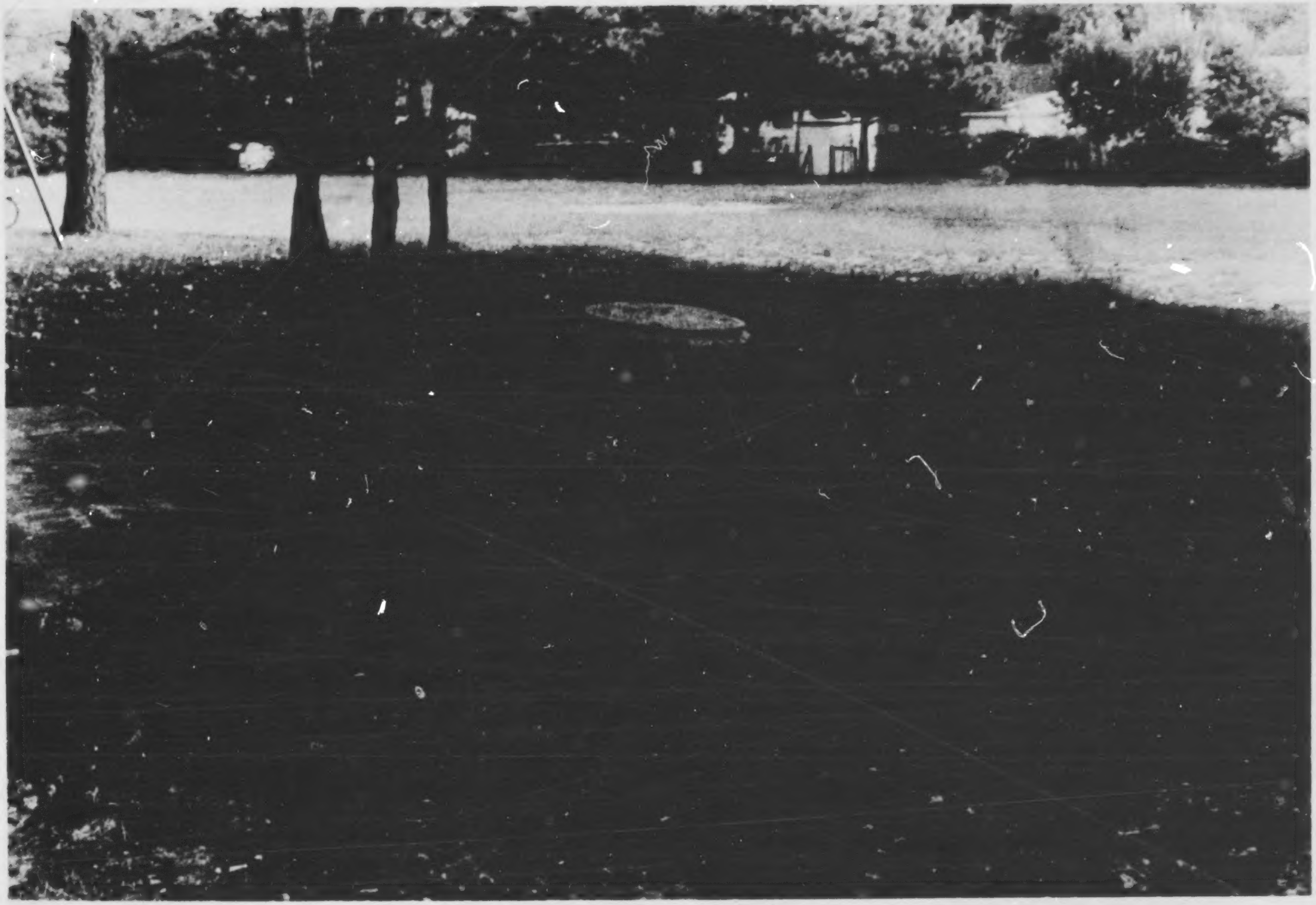

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INTRODUCTION

Understanding the foundations and basic principles of citizenship can begin at a very early age. Five-year-olds can begin to develop an awareness of their role in society today. They are indeed a very important part of our society and will have tremendous impact as they grow into adulthood. This kindergarten unit and the activities it suggests relates to the children in how they fit in our government structure. The activities involve the children as active learners.

As active learners, children must be allowed to participate in activities and games throughout the day where they can act out some of the concepts they have been taught. This unit suggests some ways of integrating the lesson topics into all areas of the classroom—an effort which should be made each day. Some suggestions are: in the block area have the children create a voting booth; in the home area set up situations where the children can act out the roles of producers who provide services; in the art area countless booklets can be made using the children's illustrations; many classification and sorting games can be made and played—sorting goods and services for one; language arts opportunities are endless-experience stories can be dictated and read, labeling can occur during each lesson, the matching of words and letters is also a possibility; learning the concepts of more than and less than during the voting lesson is a very important match skill to be mastered by kindergarteners; science opportunities presents itself through cooking acitivites as well as learning the needs of our bodies verses the wants.

Integrating this unit into all the areas of kindergarten curriculum is very important. Perhaps there is a theme that is particularly interesting to a teacher or class that may be used to center around all these activities. Some suggested themes may be—the circus, the zoo, restaurants, transportation, or homes.

During this unit time it is most important to remember to break down all concepts and ideas so that five-year-olds can assimilate the given information into their own schema. This will happen if the children are involved as active participating learners.

MINI-LESSON 1

LESSON TOPIC: Rules

GRADE LEVEL: Kindergarten

CONCEPTS: Responsibilities

TERMS: Obey, rules

OBJECTIVES: Students will be able to:

1. Identify three rules of their classroom.
2. Identify three rules of their home.
3. Describe three reasons why obeying rules is important.

MATERIALS: Poster or chart paper, markers, ditto masters, ditto paper and paint or crayons. Optional filmstrips include: *Rules Are Important: A Mixed Up Mess* (SVE No. 106-27) and *Changing Rules: It's Different Now* (SVE No. 106-29)

PROCEDURES:

1. Prepare 3 posters with one rule of the classroom on each one. A picture of a person and/or animal demonstrating that rule is helpful. (Examples of rules–Use a quite voice inside. Help to take care of our materials. Be nice to others.)
2. Read these posters to the class. Ask for volunteers to tell how we might follow each rule.
3. Have students dramatize the following of the rules. Have other class members guess which rule is being followed.
4. Ask the students if they have rules at home that they must follow. List some of these on the chalkboard (or chart paper). Have students act out these rules.
5. Give the students hypothetical situations where rules may have been broken. Ask which rule it was. (Example: "The classroom got so loud that Sue couldn't hear Tom talking to her. They were sitting next to each other. The rule that was broken: Use a quite voice inside.)

Mini–Lesson 1
Reinforcement Activities and Suggestions

1. State all rules in a positive format. Avoid words like don't and can't.
2. Print the three classroom rules on individual ditto masters. Run off each page and put them together into a booklet. Have the students illustrate each page and 'read' it to the class or to each other.
3. Display the rules in the classroom. If a child disobeys a rule point to the rule he is in violation of and have him 'read' it to you.
4. The students can draw (or paint) a picture of themselves following a rule at home. The teacher or aide can write underneath the picture the rule the child has illustrated. This is written down in a language experience format.
5. Consequences of not following rules at home or at school need to be discussed (and enforced).
6. Leave all posters and chart paper stories displayed so that the children can go back to them during the day and read them. Use these posters as tools for teaching read-

ing and language arts skills. (Depending on where your class is academically and developmentally.) Have them find all the words that start with "1" and circle them, have the students find all the "please's" (or any other word) in the story and underline them, or have the students match sentences and/or words to the posters. Use of these posters and charts is endless.

7. If you show the filmstrips, discuss the results of not following rules.

MINI-LESSON 2

LESSON TOPIC: Voting

GRADE LEVEL: Kindergarten

CONCEPTS: Majority

TERMS: Leaders, vote

OBJECTIVES: Students will be able to:

1. Participate in a voting situation in the classroom.
2. Determine the majority vote by looking at a graph made by the class.
3. Recognize that the leaders of our community and nation are chosen by a majority of people voting.

MATERIALS: Two cooking recipes, a graph (sample given) and square pieces of paper for use on the graph, I.C.E. study prints. Optional filmstrips include: *Choosing a Leader: Charley the Great* (SVE No. 106-26); *The Majority Rules: The Secret That Grew* (SVE No. 106-28) and *Why We Have Elections: The Kings of Snark* (Learning Corporation of America).

PROCEDURES:

1. Have the students participate in a voting situation where they decide what recipe they'll use that week during cooking time. Before class time select two recipes that would be suitable for cooking in the classroom.
2. Explain to the students that they'll vote to see which recipe will be used. Tell them that we use voting for a lot of other things like determining some leaders, making some rules, and decisions that affect everyone. Voting let's the most people have their way. Explain that most of anything is a "majority."
3. To carry out the election prepare in advance a graph for the children to use to help tally their votes. Example:

   The two recipes are apple sandwiches and peanutbutter. If a child decides he wants to make the apple sandwiches he picks up a red square of paper and places it on the line above the apple. If another child picks the peanutbutter he puts a brown square over the peanut. This is continued until all the children have put up their vote. A count is made to determine what recipe received the majority vote.
4. Bring up the fact again that voting is used to help people determine many other things. Explain that adults vote to determine their leaders. Cite the President as an example. Draw a parallel between their voting on the recipe to the adults voting for President and how both groups have a chance to get who or what they want.
5. Using the I.C.E. study prints show pictures of the White House and the President. The President is the person who the majority of people want as leader of our nation.

Mini-Lesson 2
Reinforcement Activities and Suggestions

1. Make many other graphs with the children so that they can see the relationship of more than and less than. The idea of majority should catch on after they have seen it in a variety of applications. Graphs can be used for: seeing what color is everyone's favorite; seeing how many blondes, brunettes, and redheads there are

in the class; seeing how many students live in trailers, houses, and apartments; checking to see what brand of toothpaste the students' use. The possibilities are endless. Simply a show of hands and/or a verbal vote is not enough. This age group needs to see things in a concrete form.

2. If your school is used as a voting site on election day, take your class in to watch people vote. Explain the procedure and point out the privacy allowed. The people who check off names to make sure you only vote once should be introduced.
3. Show pictures of the mayor and city hall (if your school is within a city.) Explain that the mayor is a leader of your community.
4. If you use the filmstrips, discuss the process of voting, and what it would be like if we could not vote on our leaders.

MINI-LESSON 3

LESSON TOPIC: Interdependence

GRADE LEVEL: Kindergarten

CONCEPTS: Interdependence

TERMS: Jobs, together, cooperation

OBJECTIVES: Students will be able to:

1. Explain three jobs they do at home that help other family members.
2. Explain three jobs they do at school that help other class members.
3. Demonstrate their ability to work with others to get things done.

MATERIALS: Recipe materials, Name that Job cards, chart paper, crayons or paint, paper, ditto masters, ditto paper. Optional filmstrips: *Working Together* (SVE No. 106-2), *Taking Turns*, (SVE No. 106-5).

PROCEDURES:

1. Select a cooking activity and assign jobs to each class member. (Example: someone can measure, someone can stir, someone can pour, someone can cut, someone can clean up, someone can serve, etc.) Each worker can wear name tags describing his job.
2. Cook the ingredients with everyone performing his assigned job.
3. Discuss how things are accomplished when everyone cooperates, and what the consequences would have been without everyone working together.
4. As a class compose a sequence language experience story identifying the steps involved and who performed the jobs. Each child can draw a picture of himself performing his job and the teacher or aide can label his picture.
5. Draw some conclusions about working together. Make a list of the good things and bad things.
6. Have students describe ways that they help at home. A class booklet can be made with the students' jobs using a ditto master. The children can draw pictures on the ditto master to go with his job. These booklets can be 'read' to each other and taken home.

Mini-Lesson 3
Reinforcement Activities and Suggestions

1. Assign daily and weekly jobs within the classroom that the children are responsible for keeping up with.
2. Use all the posters for language arts lessons as explained in Mini-Lesson 1.
3. Have parents come in as guests and let them explain their jobs at home and/or work.
4. Workers within the school can come to the classroom and explain their role in keeping the school functioning (janitor, maid, principal, teacher, media specialist, secretary, cafeteria worker, etc.).
5. A game can be played call NAME THAT JOB. The students pick a card that has a job description on it. The teacher reads it and the student either acts it out for the others to guess or verbally guesses the person who performs that job in the school.
6. If you show the filmstrips, discuss the advantages of taking turns and working together.

NAME THAT JOB

I drive the school buses.	I help the students learn to paint.
I clean the restrooms.	I go to school to learn.
I cook the food.	I type letters.
I teach the children.	I check out books.
I am in charge of the school.	I stop the cars so children can cross the street.

Mini lesson 3
Reinforcement 5

Mini lesson 3
Reinforcement 5

Mini lesson 3
Reinforcement 5

Mini lesson 3
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Reinforcement 5

MINI-LESSON 4

LESSON TOPIC: Wants vs. Needs

GRADE LEVEL: Kindergarten

CONCEPTS: Necessary

TERMS: Wants, needs

OBJECTIVES: Students will be able to:

1. Distinguish between wants and needs.
2. List at least three needs a person may have.
3. List at least three wants a person may have.

MATERIALS: Magazines, pictures of food and a T.V., poster board or chart paper, ditto paper, ditto masters

PROCEDURES:

1. Show students a picture of a plate of food and one of a T.V. Ask students which of the two things people need in order to live. Distinguish those things that people need in order to live as *needs*. The other things that people would like to have but don't need are called *wants*. Show more examples.
2. Make a poster dividing it in half with wants on one side and needs on the other. Have students look through magazines for pictures of needs and wants of people. Make a collage with these pictures. Label the pictures.

   Wants/Needs

3. Have students dictate their own wants and needs into a booklet. Have them illustrate it and 'read' it to others.

Mini-Lesson 4
Reinforcement Activities and Suggestions

1. Have students brainstorm different situations and what the needs and wants should be. (Example: the student is in a boat in the middle of an ocean; the student is jumping from an airplane; the wants and needs of different animals).
2. Try having students decide what would happen if various needs were not met. For example: a plant was not watered or the light was not turned on in the classroom or a coat wasn't put on when the student went outside in very cold weather. Perform these and other experiments showing the results of needs that are not met.

MINI-LESSON 5

LESSON TOPIC: Environmental Protection

GRADE LEVEL: Kindergarten

CONCEPTS: Environmental care

TERMS: Pollution, environment, noise, air, ground, water, litter

OBJECTIVES: Students will be able to:

1. Identify three sources of noise pollution.
2. Identify three sources of ground pollution.
3. Identify three sources of air pollution.
4. Identify three sources of water pollution.
5. Describe at least one result of noise, air, water and ground pollution.

MATERIALS: Study prints on pollution, such as: pictures of buildings emitting smoke, cars emitting fumes, people smoking, a person dropping trash on the ground, a person throwing trash out of a car, people dumping bags of garbage in a dumpster that's too full, children shouting, airplanes at an airport, train on tracks, dead fish in the lake with factory near by, lake with trash in it, and someone washing dishes in lake. Recommended study prints include: *Avoiding Litter*, (SVE No. 106-3).

PROCEDURES:

1. Review with the students some of the needs that a person has in order to live. Make sure to include air, water, and food.
2. Point out that in order for us to be really healthy we need to keep the air clean so that only clean air comes into our lungs. Dirty air can make our bodies unhealthy. Dirty air is called air pollution.
3. Show air pollution photos. Ask students to decide how the air is getting dirty in each situation.
4. Repeat steps two and three using the noise, ground, and water pollution photos.
5. Have students think of ways they can help prevent pollution.
6. Make a pollution booklet. Have each child pick a type of pollution that he's seen and then draw a picture of it. Label these pictures and put them together to form a booklet.

Mini-Lesson 5
Reinforcement Activities and Suggestions

1. Take a walk around the school building both inside and out to find signs of pollution (water, air, ground, or noise). Return to the room and make a list of all the signs of pollution that were found.
2. After finding the various forms of pollution around the school have the students help to think of ways they could help protect their environment.
3. Have students sort the four different types of pollution by either matching words or looking at pictures.
4. Have students look through magazines and find pictures of pollution. Cut these out to form a collage.
5. Take the class on a field trip in their community to look for signs of pollution. Again make a list of these and sort them into categories.
6. If you show the filmstrip, discuss the ways litter was avoided.

MINI-LESSON 6

LESSON TOPIC: Homes and Backgrounds

GRADE LEVEL: Kindergarten

CONCEPTS: Individuality

TERMS: Address, city, state, street, backgrounds, map

OBJECTIVES: Students will be able to:

1. Identify their home address including their city, state, and street.
2. Recognize that each person has a different address because he lives in a different home.
3. Identify at least three different backgrounds of people who live in the United States (or their school area).

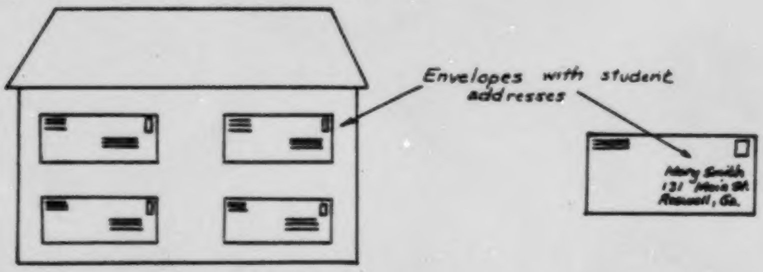
MATERIALS: Students' addresses on envelopes, map of the students' community, photos of people from different countries. Optional study prints include: *Children Around the World* (SVE PSSP-600) and *UNICEF's Children in School* (U.S. Committee for UNICEF, No. 5601).

PROCEDURES:

1. Review the concept of environment as the place around where we work and live. Point out that each person in the room lives in a different home. (If there are exceptions point these out.)
2. Show a map of the students' community and mark their streets (and houses if possible).
3. Show the students their addresses and tell why we have them for mailing and locating purposes.
4. Collect photos of people from different countries. Display them and have students point out differences between the people–color, hair styles, facial features, size, etc. Label each ethnic background and place under the photos. Remove labels and have the students try to match them up correctly. Point out that different types of people live in our country. Point out these countries on the map and label them.

Mini-Lesson 6
Reinforcement Activities and Suggestions

1. Have students reconstruct their community in the block area. Tell them to include streets and buildings. Put road and traffic signs in the area to promote more creative play.
2. Play games with the students by matching their addresses. Postman can be played with props such as a mail bag, hat, and envelopes.
3. Make a game board such as the one below. The students match the envelope to the house and then they put it in the pocket.



4. Take a field trip to the post office to see the processing of mail.

MINI-LESSON 7

LESSON TOPIC: Goods and Services

GRADE LEVEL: Kindergarten

CONCEPTS: Consumer

TERMS: Goods, services

OBJECTIVES: Students will be able to:

1. Classify pictures of goods and services.
2. Identify services that their families use daily.

MATERIALS: Magazine pictures of people using services and pictures of goods, drawing paper, crayons or paint, construction paper and poster board. I.C.E. *Community Resource Directory*. Optional study prints include: *Communities Provide Services* (SP-192) and *Communities Provide Resources* (SP-193).

PROCEDURE:

1. Point out that the students live in a community where they use many things. The things they use or buy are called goods and services and when they use them they are called consumer. Give examples of each:

   goods–food, clothes, toys, etc.
   services–trash collection, police protection, school teachers, etc.
2. Show pictures from magazines, etc. of people using services. Have students describe the services being used. (People talking on the phone, a crossing guard holding the traffic so children can cross a street, a teacher in a classroom, etc.)
3. Have students describe situations where they have used services. Ask each child to pick a service they use and then draw a picture of it. Either the teacher or aide should label this picture with a sentence about the child using the service.
4. Repeat steps two and three with pictures of goods being used.
5. Invite different people within the community who provide services to speak to the students about the service they provide.

Mini-Lesson 7
Reinforcement Activities and Suggestions

1. Have children look through magazines and cut out pictures of people using or performing services. Glue these pictures on paper and label them for the children.
2. Repeat the same activity as in number one with the children looking for goods instead of services.
3. Make signs with four stores in the child's community. Use a clothing store, food store, drug store, and shoe store. (Others may be used too) Have each student pick a good that they could buy from each store. Have the student draw a picture of that good and label it. Place it under the correct store sign.

Games can be played where all the pictures are taken down and mixed up. The students try to guess which store the products came from and then they place it under the correct store sign.

4. Make a goods and services game with magazine pictures. Find five pictures each of services being performed and goods. Glue them on construction paper for support. Make a game board such as the one shown where the students classify the cut out pictures of the goods and services.

GOODS	SERVICES

5. Have the students participate as producers of goods and services. As a class project you could sell cookies to the other school students. Specific services could be performed for some sort of reward. Activity involve the students as much as possible in the process of learning about goods and services.
6. Encourage play in the home area where the children are providers of services. Placing props in the area will help to stimulate meaningful and creative play. Some suggested props are: doctor's kit, cash register, money, shopping bag, shopping cart, play food, empty food boxes, clothing with price tags, telephones, stop sign (the kind the crossing guard uses, etc.) Each day the home area can be set up for a specific service to be played or acted out.

INTRODUCTION

In using this several points need to be kept in mind. These points are: (1) be flexible; (2) don't try to teach each mini-lesson in one day, and (3) vary the activities so the children have enough opportunities to participate as active learners.

Being flexible in the teaching of this unit means not feeling restricted to the procedures outlined. Branch out and add more things. Alter the activities to suit your classroom situation. Some of the activities are less suited for small groups. Other activities need to be teacher directed while still others are best left for individual learning.

The mini-lessons are not intended to be taught in one day segments. Approximately one week needs to be used in teaching each mini-lesson. The procedures include activities that integrate the social studies objectives into other areas such as reading, language arts, art, and mathematics. Varying the activities helps to keep things interesting for both the students and teacher. First and second grade students do not need to be "talked at" for more than fifteen minutes at a time. They need to be active participants in their learning. Activities and lessons need to include things that would add to the development of the cognitive skills of the students. Such activities would be classification, matching, sorting, oral language development, listening skill development, graphing, and map skills.

UNIT TOPIC: *People Need People*

GRADE LEVEL: 1-2

CONCEPTS:

responsibility
interdependence
fairness
leadership
country
rules
community

TERMS:

family
contribution
"trade-offs"
needs
dependence
role
majority
vote
obey
map
taxes
resources
media
rules
goods
services
mayor
governor
president
public
White House
election
Georgia
capitol
United States
federal

MINI-LESSON TOPICS:

1. What is a family?
2. What makes a family work?
3. Where does your family fit in your community?
4. Who runs your community?
5. Where does your community fit in Georgia?
6. Where does Georgia fit in the United States?

ESTIMATED TIME: Six to Eight weeks

MINI-LESSON 1

LESSON TOPIC: What Is a Family?

GRADE LEVEL: 1-2

CONCEPTS: Interdependence, responsibility

TERMS: Contribution, dependence, family, job, needs

OBJECTIVES: Students will be able to:

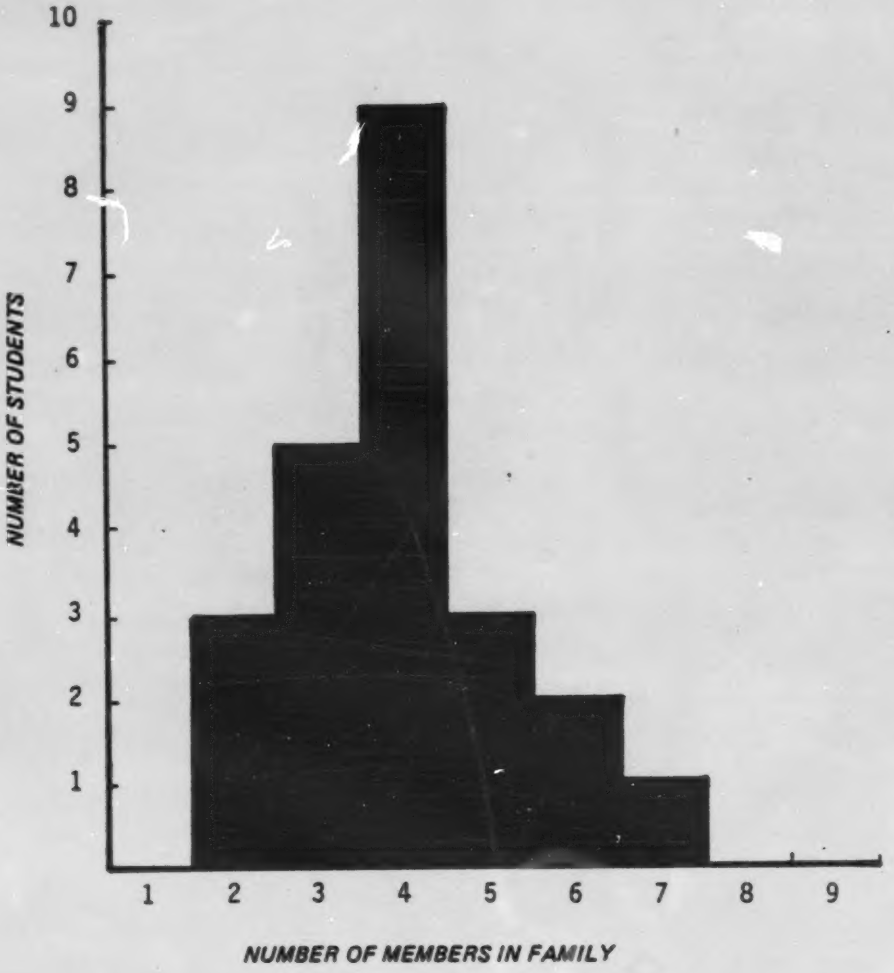
1. Name members of their immediate families.
2. Identify and describe their role in their families.
3. Identify and describe other family members' roles in their families.
4. Describe two advantages to belonging to a family unit.

MATERIALS: Drawing paper, crayons, chart paper, scissors, paste, Job Card Game, sample graph. Optional–filmstrips or pictures of different families.

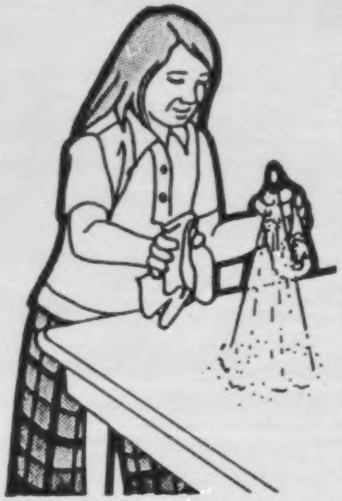
PROCEDURES:

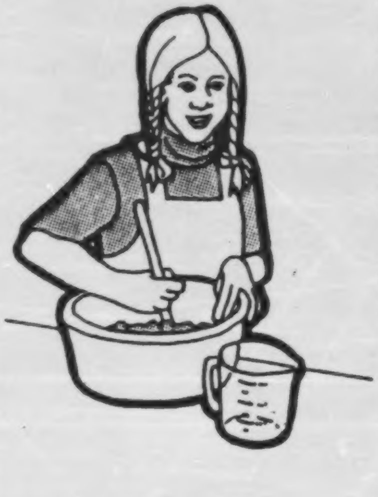
1. Show a picture of your family (the teacher's) and name the members and tell their jobs in the family.
2. Ask for volunteers to describe and name members in their family. Ask what jobs each person does. (There may be time for only 2-3 of these descriptions.)
3. Have each child draw a picture of all his immediate family members.
4. In small groups or on an individual basis label each picture and let each child dictate the jobs of each family member.
5. Have each child draw a picture of himself performing his job. Combine these pictures into a class mural. Let each child dictate a sentence about his job. Children could also cut and paste from magazines pictures of jobs done at home.
6. As a group discuss what would happen if someone in a family did not do his job. Introduce the concept of interdependence, everyone needing each other.
7. Play the Job Card Game. (Have each child draw a card. The child acts out the job. The class trys to guess the job).
8. If available display pictures and/or show filmstrips of different families throughout the world. Have the children guess what their jobs may be. Language experience stories could develop from these photos, encourage it.
9. Make a graph of the number of family members in each child's family (see example on following page).

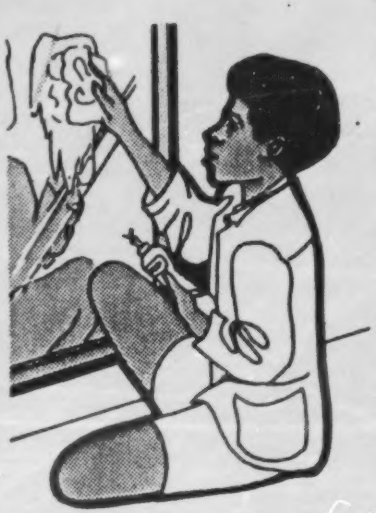
SIZE OF STUDENTS' FAMILIES

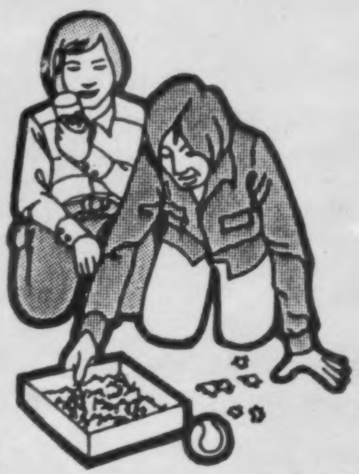


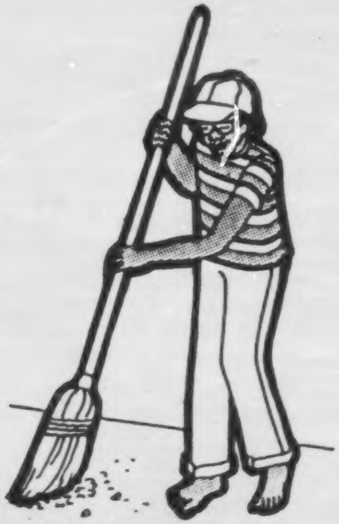
JOB CARD GAME

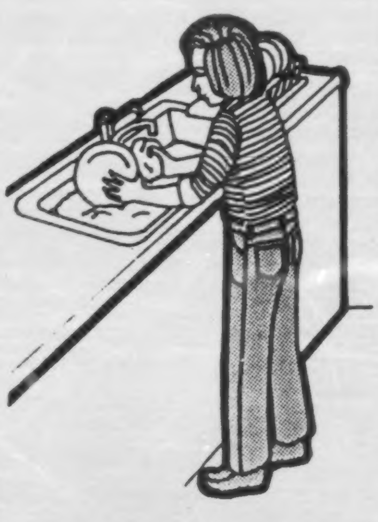


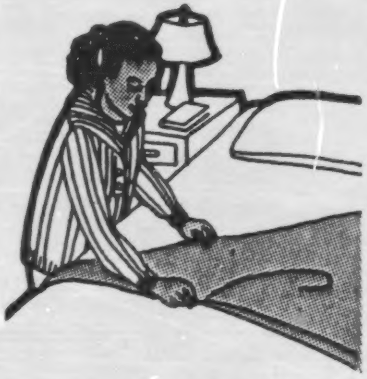


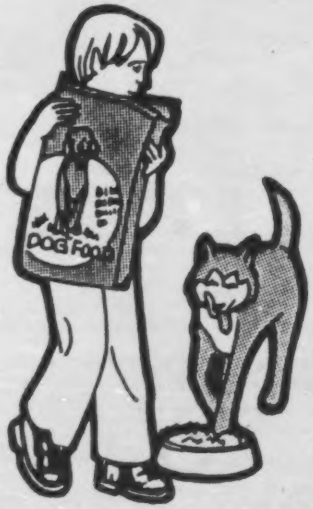












MINI-LESSON 2

LESSON TOPIC: What Makes a Family Work?

GRADE LEVEL: 1-2

CONCEPTS: Fairness, rules

TERMS: Majority, vote, obey

OBJECTIVES: Students will be able to:

1. Help list (verbally) rules in their classroom.
2. Name rules in their homes.
3. Participate in discussion of rules and why they are important.
4. Participate in class voting situation.

MATERIALS: Chart paper and marker, drawing paper and crayons, "What If" Game

PROCEDURES:

1. Have students list all the classroom rules. Discuss why these rules are important.
2. Ask if there are any rules the children have at home. List one from each child. (These rules can be printed on ditto masters and turned into a booklet.) The children can illustrate themselves following the rules.
3. Ask who makes the rules in their homes. Discuss what would happen if there were no rules. Contrast pictures can be drawn.
4. Discuss what would happen if there were no classroom rules. Play *What If* Game. (The child draws a card. He reads or has it read to him the rule that has been broken. The child describes to the class the result of the broken rule. The class tries to guess which rule has been broken).
5. Explain to the class that rules at school are usually decided on by the teachers. Sometimes, however, decisions are made by the students. So that we all have a fair chance to get what we want we vote. Hold several mock or real voting situations. (Example: How many want to go outside for recess? How many want to watch T.V. or play outside? etc.) Write the head counts on the board to show where the majority of the votes are. A chart might be helpful.

xxxxx	xxxxx
xxx	xxxxx
	xx
T.V.	Outside

   To prevent double voting the teacher may want to put each child's initials on the board as his vote is counted.

B.B.	T.B.	O.V.	T.G.
V.E.	V.E.	S.G.	M.S.
T.V.		Outside	

   Use the word "majority" when declaring the winner.
6. Explain that at school—just as at home—rules are meant to be obeyed. Discuss consequences of rules that are not obeyed at home and at school.

A library book was left on the floor.

Someone ran across the room.

Two people hit each other.

Everyone talked at once.

A girl laughed at someone's drawing.

Someone did not put away the glue.

Six people talked loudly.

A girl hit a boy.

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

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Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

MINI-LESSON 3

LESSON TOPIC: Where Your Family Fits into the Community?

GRADE LEVEL: 1-2

CONCEPTS: Community

TERMS: Map, taxes, resources, rules, goods, services

OBJECTIVES: Students will be able to:

1. Locate their home and school on a neighborhood map.
2. Identify some services paid for by taxes.
3. Distinguish between goods and services.
4. Distinguish between goods and natural resources.
5. List rules that must be obeyed in his community.

MATERIALS: City or neighborhood map, overhead projector, Goods and Services Game, magazines, Resources Game

PROCEDURES:

1. Using the overhead projector draw a map of the classroom. Trace paths on the classroom map. Let children try to follow those paths.
2. Have the children make maps of their own homes or their bedroom. These can be shared on the overhead projector.
3. As a class make a neighborhood map showing the school and all the students' homes. Distinguish this as their community.
4. List things that are in their community. A community booklet can be made by printing things on half sides of ditto masters and then allowing children to draw in pictures.
5. Define services that the community provides. Define goods that the community provides. Play the Goods and Services Game. (Students sort the goods and services cards).
6. The students can make a collage of goods and/or services using magazine pictures.
7. As a class list some man-made goods such as clothes, cars, tables, T.V.'s, radios, etc. List the natural resources--land, air, and water. Have the students play the Resources Game by matching the cards with the appropriate category.
8. Explain to the class that as citizens of their community they have use of certain goods and services. But in order to enjoy the freedom there are certain rules everyone must obey (just like at home and at school). Help the children list some of these rules.
9. Invite a police officer to visit the classroom to explain some of the community rules and laws. Have him or her explain why these rules are necessary and the consequences of not following them.

GOODS AND SERVICES GAME

Goods

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Services

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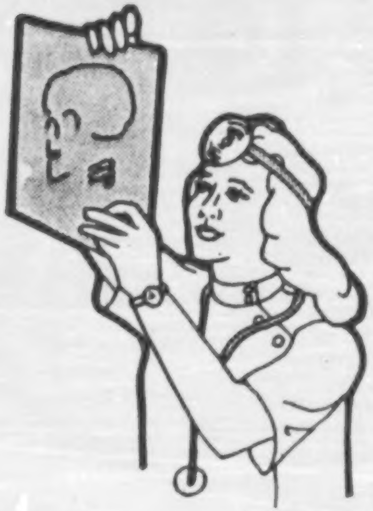
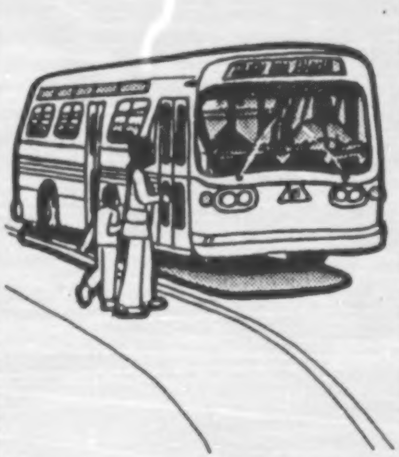
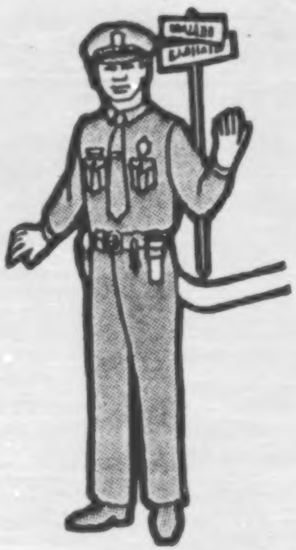
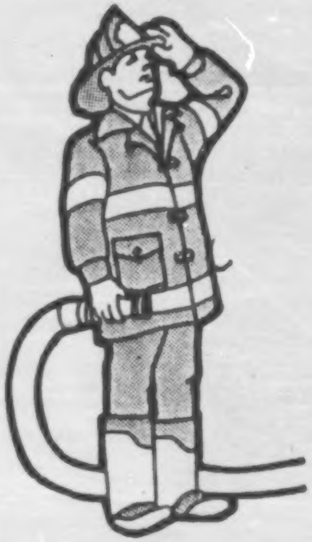
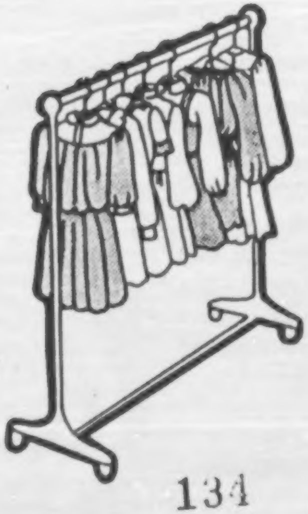
GOODS AND SERVICES GAME

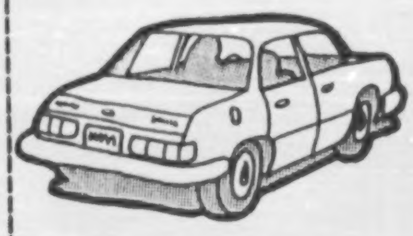


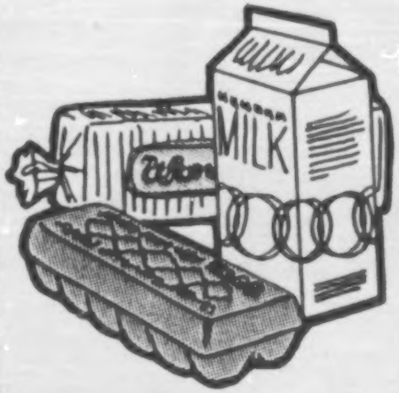


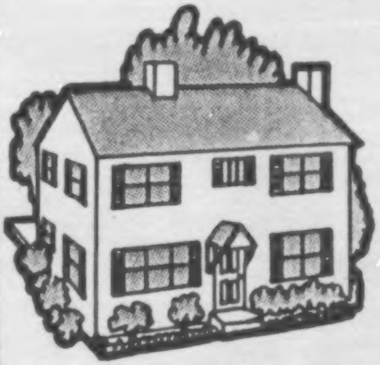












Mini lesson 3
Procedure 5

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Procedure 5

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Mini lesson 3
Procedure 5

Goods

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Natural Resources

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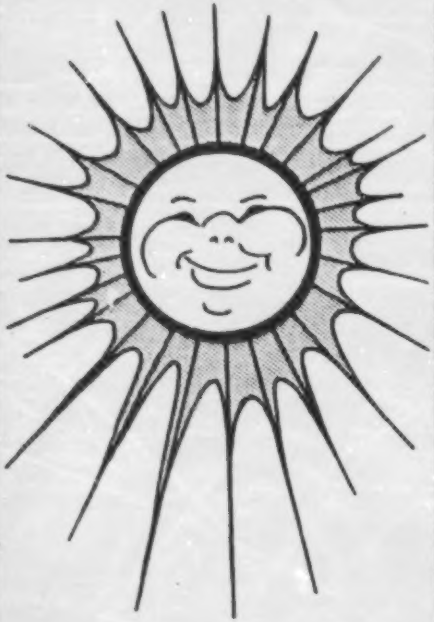
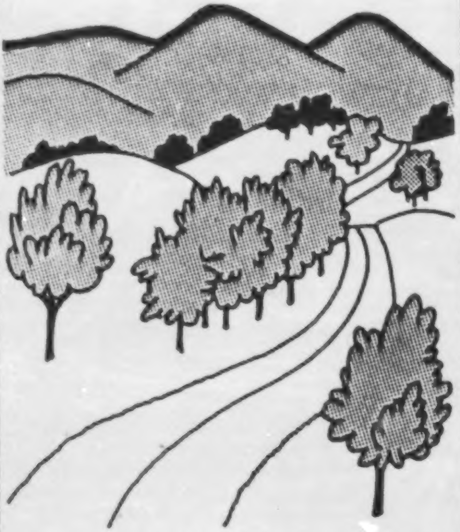
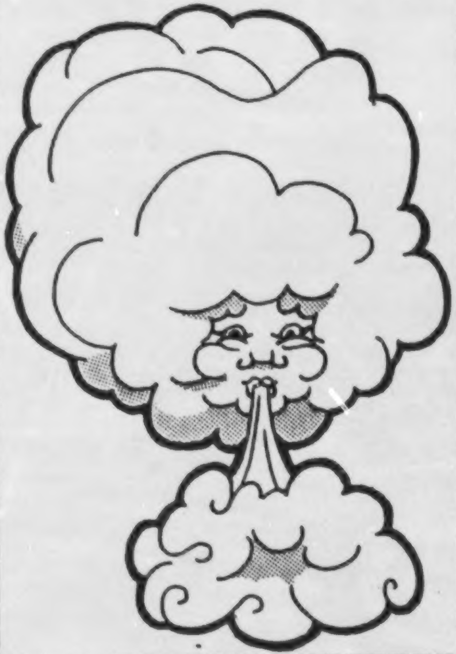
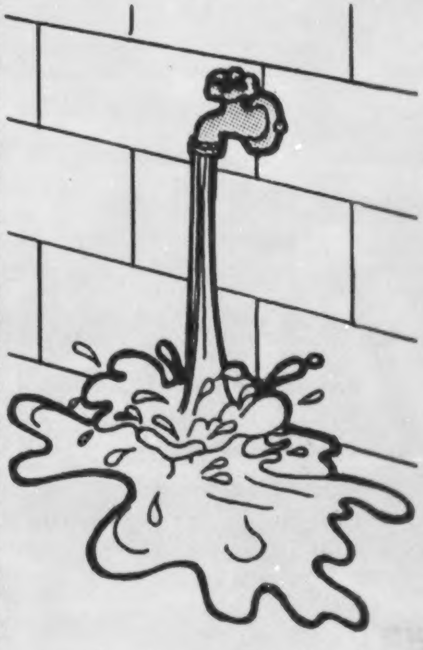
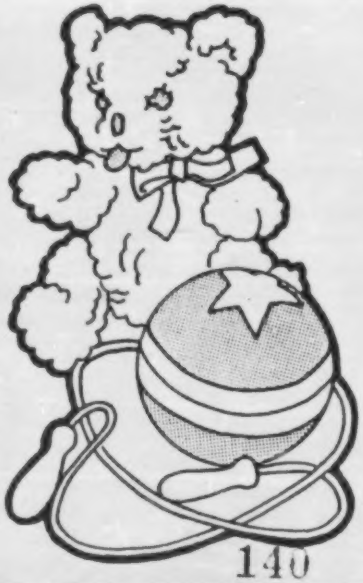
RESOURCES GAME

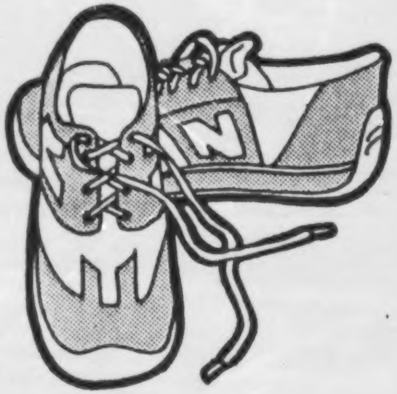


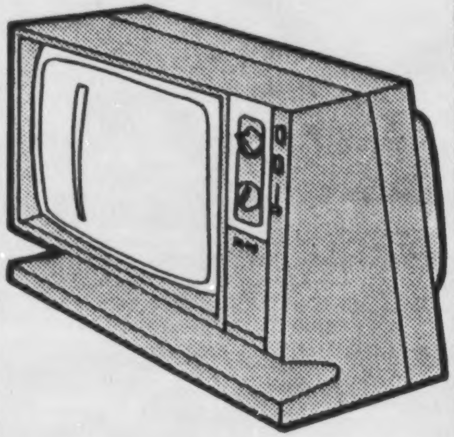


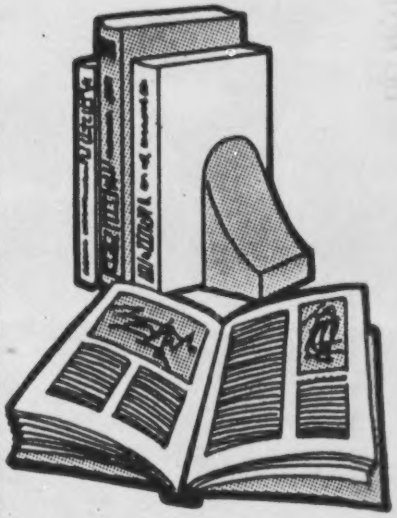












Mini lesson 3
Procedure 7

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Mini lesson 3
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Mini lesson 3
Procedure 7

MINI-LESSON 4

LESSON TOPIC: Who Runs Your Community?

GRADE LEVEL: 1-2

CONCEPTS: Leader

TERMS: Teacher, principal, mayor, governor, president, public, private, White House, election

OBJECTIVES: Students will be able to:

1. List two qualities of a good leader.
2. Name the mayor of their city (if applicable), the governor of Georgia, and the president of the United States.
3. List three public properties found in their community.
4. List three private properties found in their community.
5. Identify the home of the president.
6. Explain how a person becomes a mayor, governor, and president.

MATERIALS: Photo of mayor; I.C.E. study prints of the president, governor, and White House; Public/Private Game; Map of Fulton County, Georgia, and United States.

PROCEDURES:

1. Show map of Fulton County and locate your school. Identify the area around the school as the students' community.
2. Ask the class who they believe is the leader in their home, their classroom (teacher) and in the school (principal). Explain that in many communities there is another leader, who is called a mayor. Show a photo of him. List some of the responsibilities of the mayor.
3. Review the meaning of election and votes. Explain that mayors are elected by adults in the community. Show 3 ways of voting: voice, hand, and secret ballot. Talk about why secret ballot is important. Explain that not all leaders are elected (e.g., teacher, principal).
4. Have a mayor's election in the classroom. (If there's a real election in the city have the class vote to see who they would elect for mayor if they could).
5. One of the jobs of the mayor is to help make sure public property is kept in good shape. List for the class some public properties in their community. List in chart form and differentiate between private and public property.

Public	*Private*
roads	homes
parks, etc.	stores
	clubs, etc.

6. Have students play the Public/Private Game. The students sort those things that are public, those that are private.
7. Language experience stories can be dictated about public properties that the child uses (school buses, schools, roads, etc.).
8. Look at the map of Georgia. Point out Fulton County and Atlanta as part of the state. Identify the Governor as the most important leader of Georgia. Show photo (study print). Explain that he is elected like the mayor of Atlanta (or the child's city).

9. Look at the map of the United States. Point out Georgia as a part of the United States. Identify the President as the leader of the United States. Show photo (study print). Explain that he is elected like the governor and mayor.

10. Show a photo (study print) of the White House and identify it as the home of the president.

PUBLIC/PRIVATE GAME

Public

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Private

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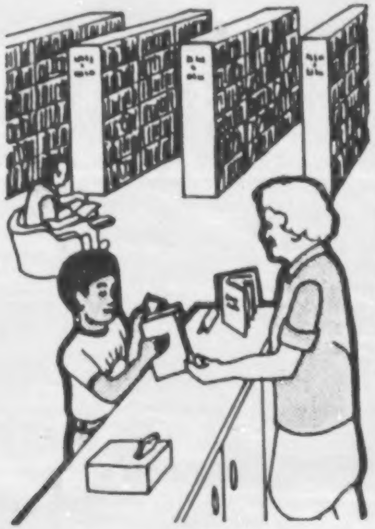
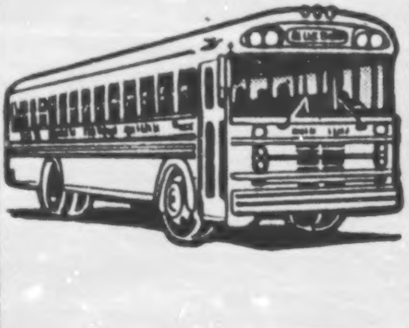
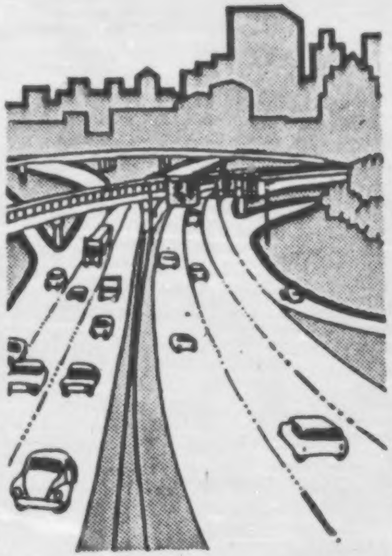
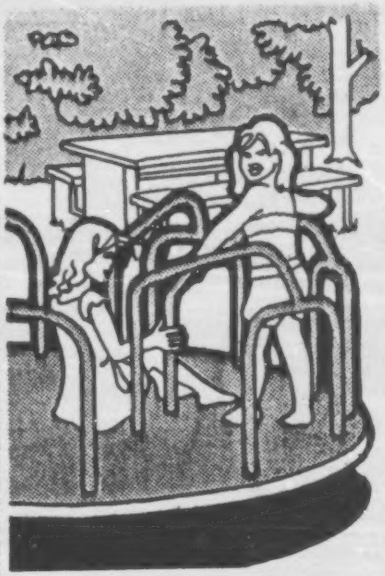
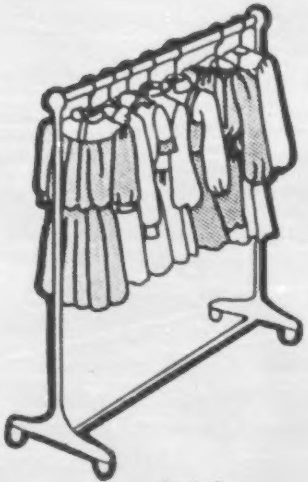
PUBLIC/PRIVATE GAME

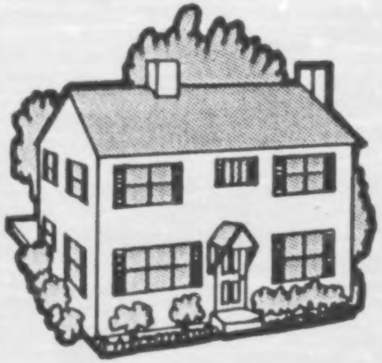


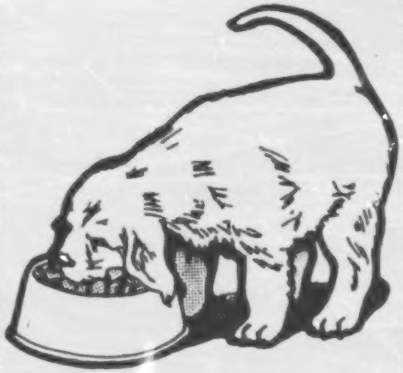


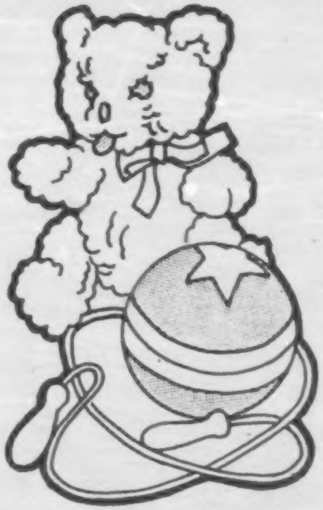












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Mini lesson 4
Procedure 6

Mini lesson 4
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Mini lesson 4
Procedure 6

MINI-LESSON 5

LESSON TOPIC: Where Does Your Community Fit in Georgia?

GRADE LEVEL: 1-2

CONCEPTS: Interdependence

TERMS: President, governor, mayor, Georgia, needs, capitol, map

OBJECTIVES: Students will be able to:

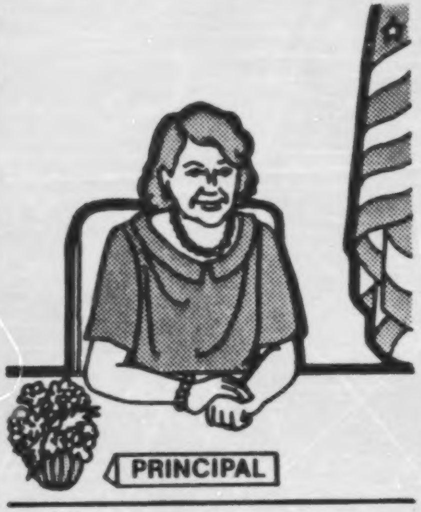
1. Name the leader of their community, state, and nation.
2. Describe ways people living in the state of Georgia help each other.
3. Name at least three common concerns or needs of all families in Georgia.
4. Name the capital of Georgia.
5. Locate the following on a world map: United States, Georgia, Atlanta.

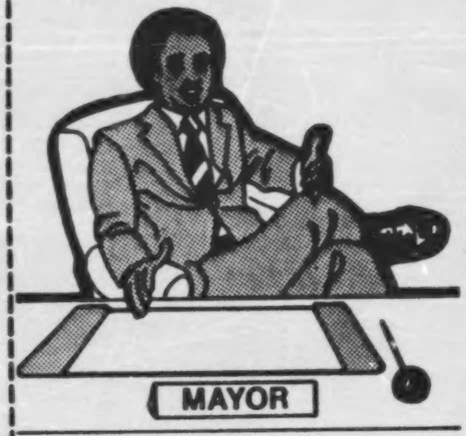
MATERIALS: Photos or I.C.E. study prints of mayor, governor, and President; maps of world, United States, Georgia, and Atlanta; diagram of the world, nation, state, county, and city; I.C.E. slides.

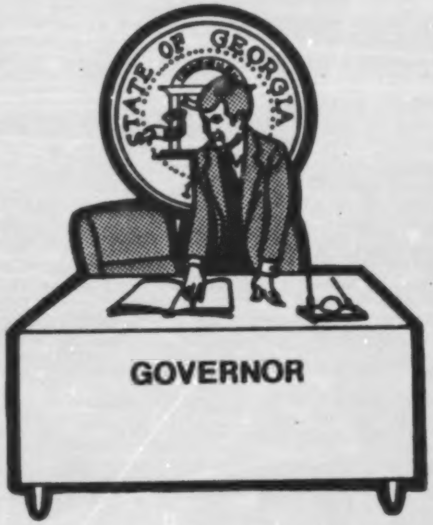
PROCEDURES:

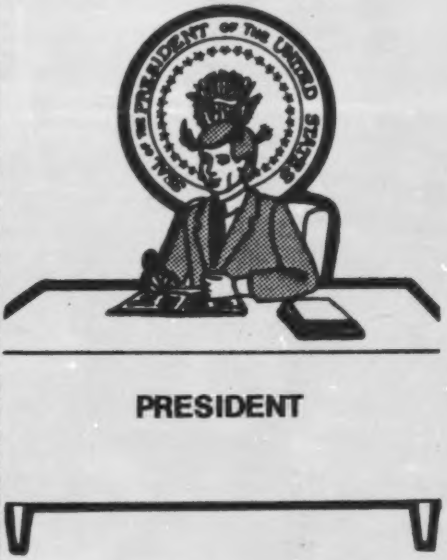
1. Review the leaders the class has talked about—teacher, principal, mayor, governor, and president. Have photos or study prints available to use in identifying the leaders.
2. The students can play the Leader Match Game. The student matches the drawing with the printed names. (The teacher must fill in the blank cards with the appropriate names.)
3. As a class make a list of needs of all families in Georgia. Ask for ideas on how those needs could be met. Draw the conclusion that families need to help each other. Relate that one of the jobs of the governor is to help make sure everyone gets many of the things they need. These needs are met through using taxes.
4. Show a map of the world. Outline the United States. Explain that Georgia is part of it like Atlanta is part of Georgia, and their community is part of Georgia.
5. Have students locate the spot where the United States belongs in the world map. Have them trace and cut out a green U.S., a blue Georgia, and a red Atlanta.
6. Identify Atlanta as the capital of Georgia. Explain that the capital is where the governor works and the rules for the people of Georgia are made. Show I.C.E. slides of Atlanta.

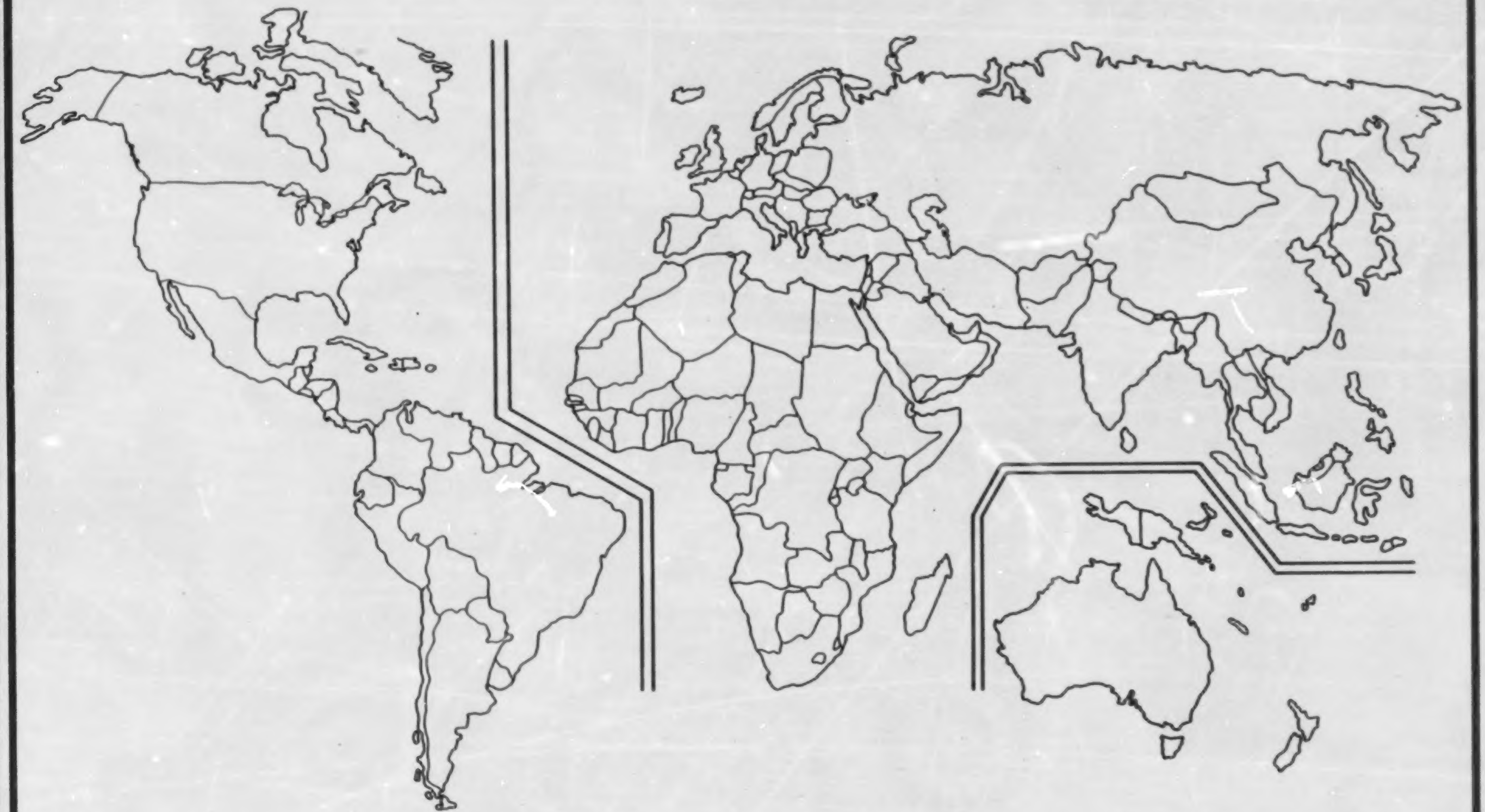
LEADER MATCH GAME



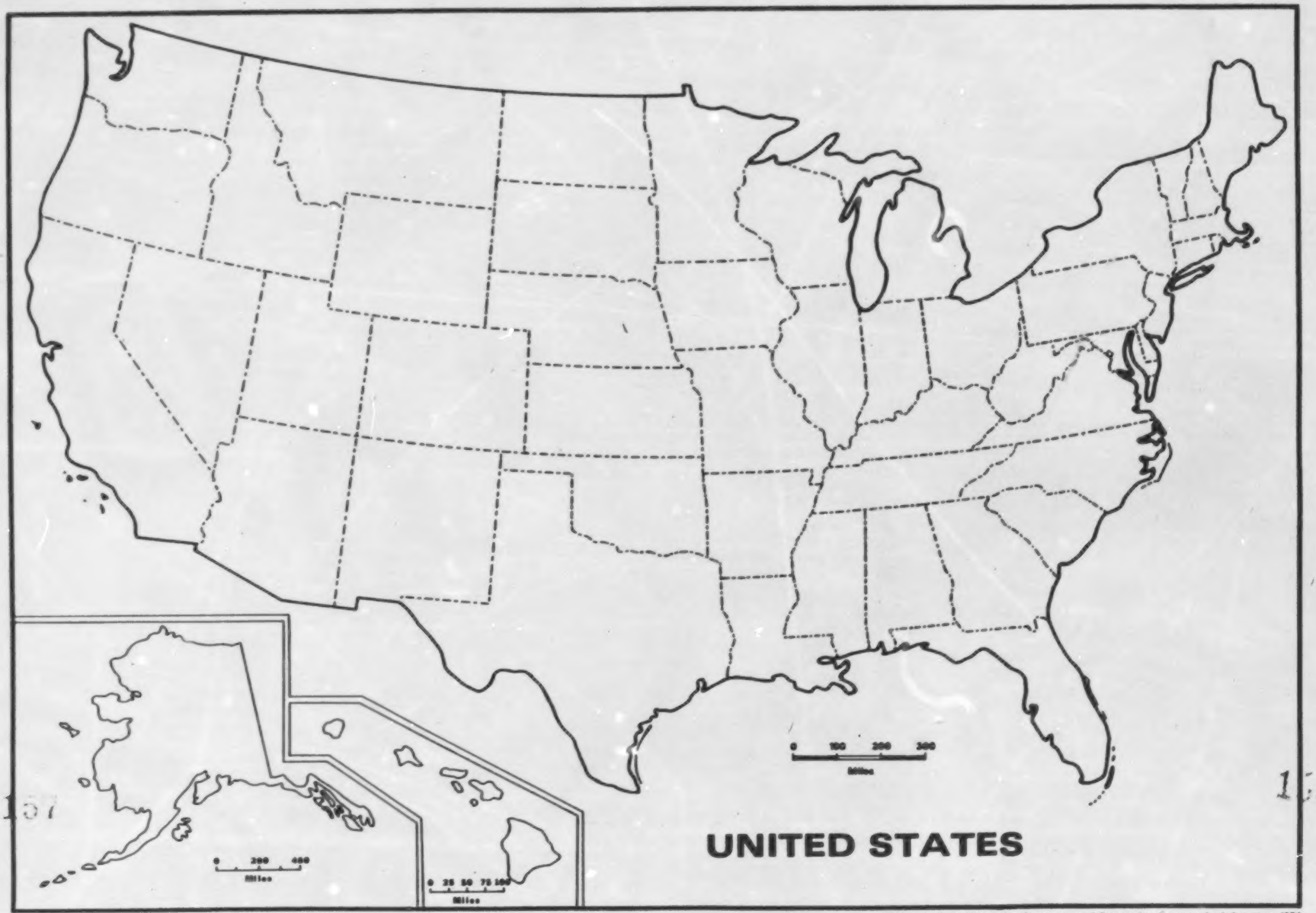



STATE OF GEORGIA
GOVERNOR


SEAL OF THE PRESIDENT OF THE UNITED STATES
PRESIDENT



Cartographic Services
University of Georgia


UNITED STATES
0 100 200 300
Miles
0 200 400
Miles
0 25 50 75 100
Miles

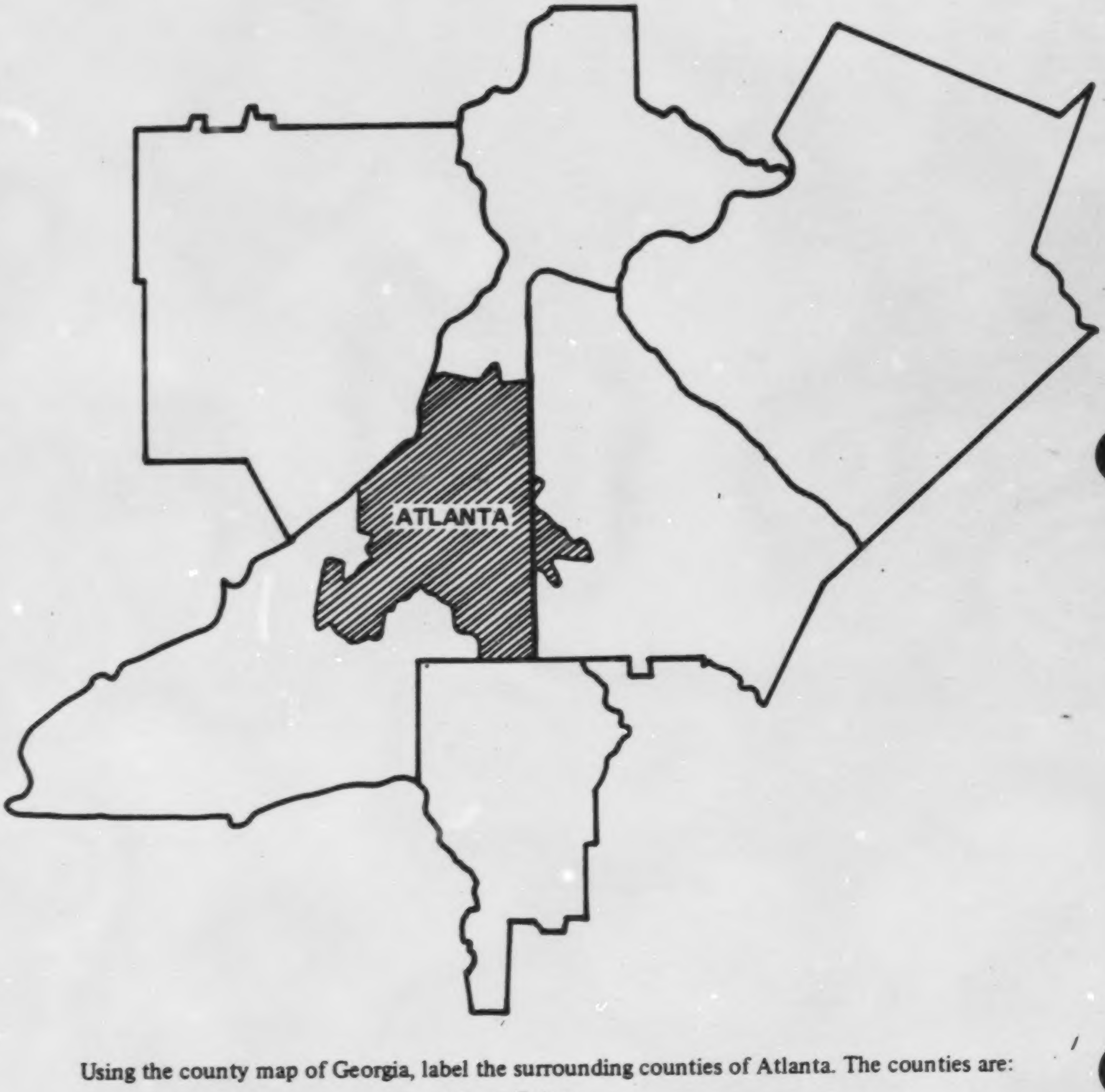
Georgia State University, Department of Geography, Cartography Laboratory, 1974

157
158

GEORGIA

Cartographic Services Laboratory, University of Georgia

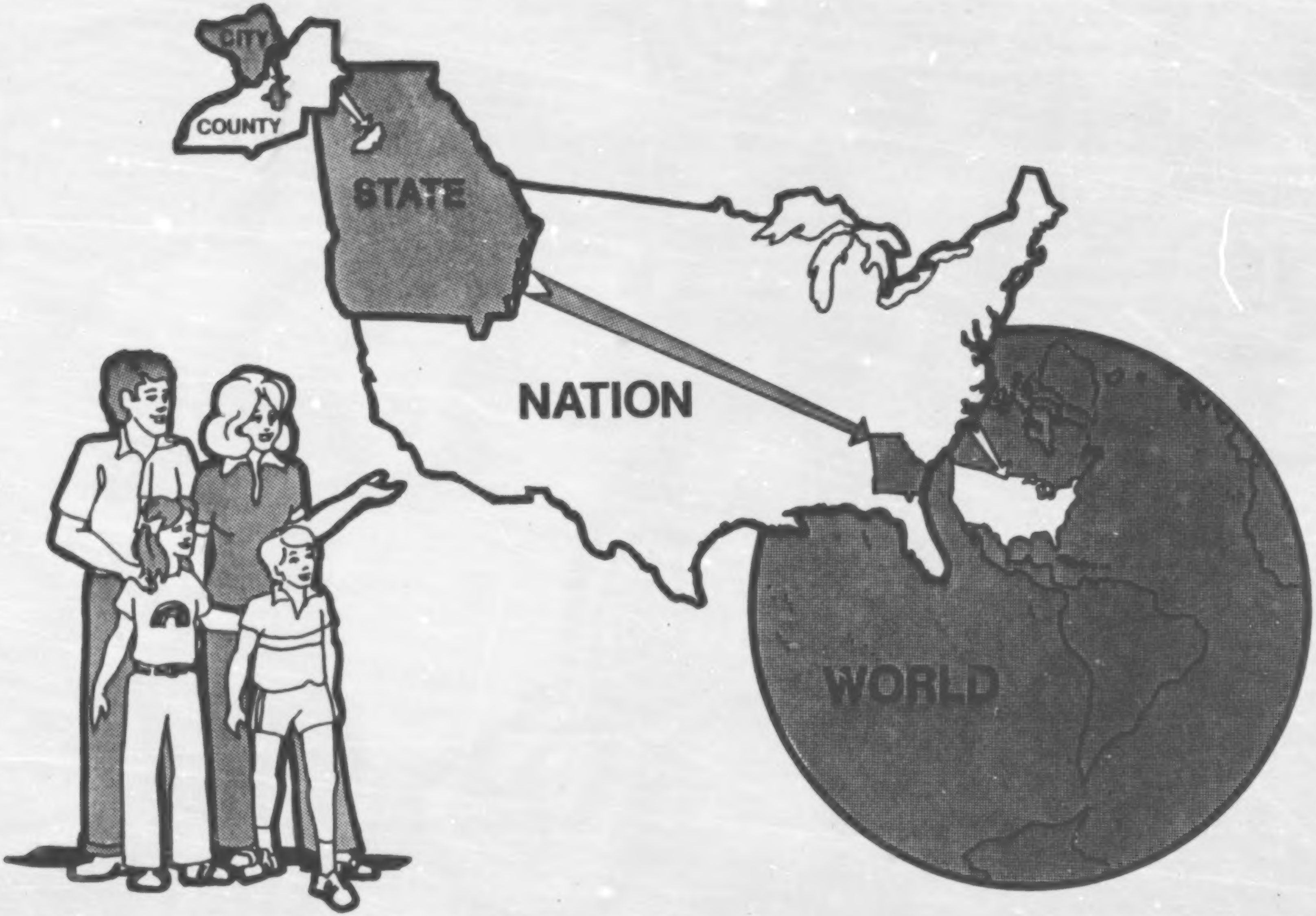
ATLANTA REGIONAL AREA



Using the county map of Georgia, label the surrounding counties of Atlanta. The counties are:

Clayton
Cobb
DeKalb
Fulton
Gwinnett

160


CITY
COUNTY
STATE
NATION
WORLD

MINI-LESSON 6

LESSON TOPIC:	Where Does Georgia Fit in the United States?
GRADE LEVEL:	1-2
CONCEPTS:	Country
TERMS:	United States, federal, media

OBJECTIVES: Students will be able to:

1. Locate Georgia on a map of the United States.
2. Develop a mural to depict the National Anthem.
3. Name at least two services from the federal government.
4. Develop a mural to depict the Pledge of Allegiance.
5. Recite the Pledge of Allegiance.
6. Identify the United States and Georgia flags.
7. Develop a flag for the classroom or school.
8. Describe three types of media from which we can learn about our country (T.V., newspapers, and magazines).
9. Discuss government-related information obtained by the students.

MATERIALS: Words to National Anthem; Map of United States; Flags of the United States and Georgia; Television, magazine (*Time* or *Newsweek*) and newspaper; Rebus of Pledge; National Flag Code; construction paper.

PROCEDURES:

1. Show a map of the United States. Explain that Georgia is part of the country called the United States. (See preceding lesson for map.)
2. Ask if anyone knows the song written for the United States–play the National Anthem. Teach the children the words. Explain that this song is written especially for the United States. Break the song down in verses and have groups of children make a mural to help depict the meaning of the song.
3. Explain that because Georgia belongs to the United States we have special services from the government. List some of the services for the children (protection) by armed services–Army, Navy, Air Force and Marines; postal service; printing of money, etc.). Label the government that provides those services as the federal government.
4. Break down the Pledge of Allegiance into lines and interpret its meaning. Have the class design a mural to help understand its meaning.
5. Display a rebus copy of the Pledge. Have students read the pledge.
6. Show the American Flag. Explain the meaning behind the stars, stripes, and colors. stars–50 states; stripes–13 colonies; red-, white-, blue-.
7. Have the students use construction paper to create their own American flag. (Collage style)
8. Show students a picture of the Georgia state flag. Explain that each state has its own flag.
9. Let the class make up a flag for their own classroom or school.
10. Discuss various ways the students can find out more about their country. Bring in a radio and listen to a news cast and write down on chart paper what new thing they learned about the United States.
11. Follow the same procedures as in No. 10 using a television news show and a weekly news magazine.
12. Make an assignment that the students listen to or watch or have read to them something newsworthy about the United States. Discuss these findings in class.

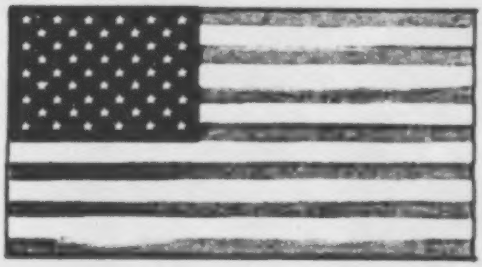
THE STAR-SPANGLED BANNER

(The National Anthem)

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleamings;
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a Nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust;"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

NATIONAL FLAG CODE



*Display the flag from sunrise to sunset.

*When hanging a flag without a pole, keep the blue field uppermost, to the observer's left.

*In church, the flag should be at the congregation's right. Fly no flag above it.

*Raise it briskly, lower it slowly. Never let it touch the ground when lowering or raising.

*Do not expose it to bad weather.

*Never cover a speaker's desk with it, but hang it behind him.

*On Memorial Day and Veterans' Day, half-mast the flag until noon.

*On a casket, the blue union should be over the left shoulder of the honored dead; it must not be lowered into the grave.

*Never drape the flag across any vehicle or display it on a float except flying free on a staff.

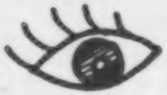
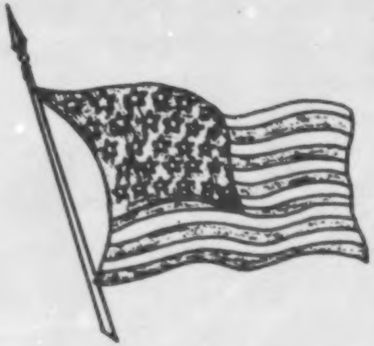
*Do not embroider the flag on such articles as cushions or handkerchiefs, print or paint on boxes or use as a costume or athletic uniform.

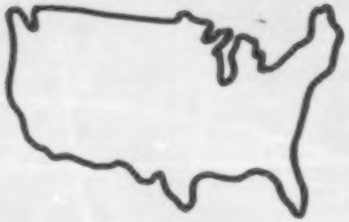
*Never use it in advertising.

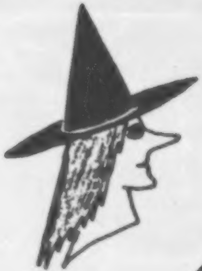
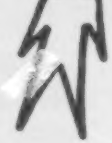
*When it is worn or faded, don't throw it away, burn it.

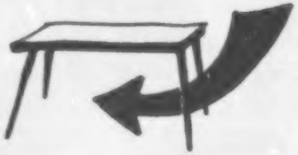
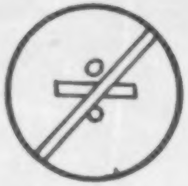
WHEN TO DISPLAY:

Flag Day
Independence Day
Labor Day
Constitution Day
Columbus Day
Veterans' Day
Thanksgiving Day
Christmas Day
New Year's Day
Inauguration Day
Lincoln's Birthday
Washington's Birthday
Armed Forces Day
Easter Sunday
Memorial Day

 pledge allegiance to the 

of the  And to the

Republic for  it 's, 1

nation,  God, , with liberty

and justice for all.

- I

- flag

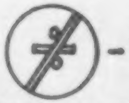
- United States of America

- which

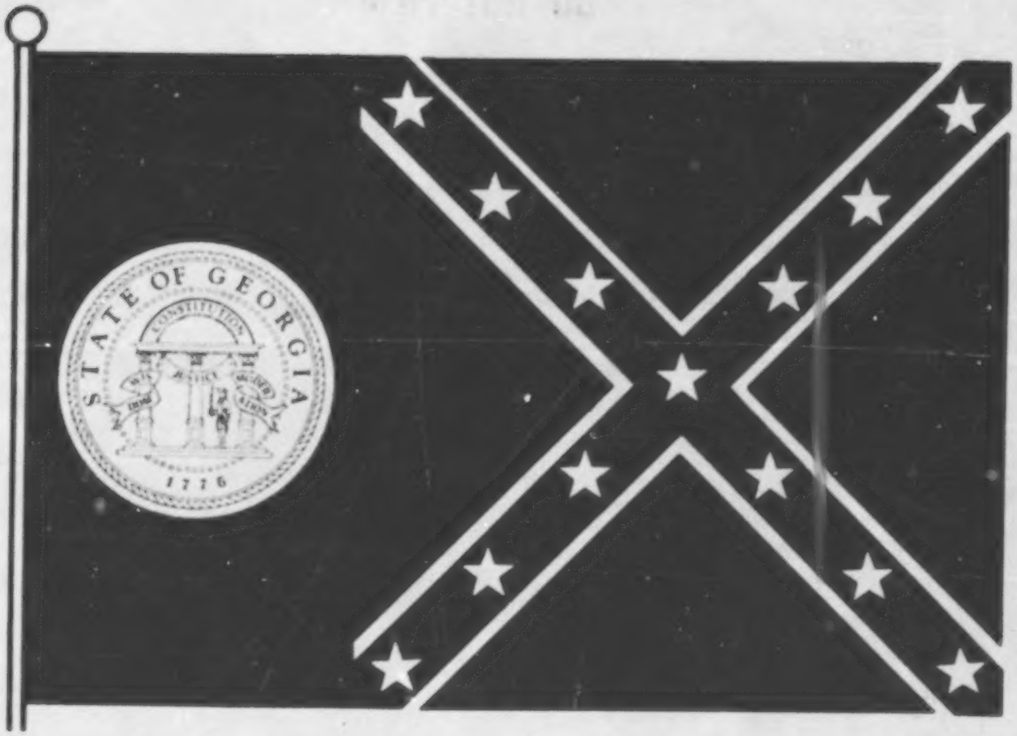
- stands

1 - one

- under

 - indivisible

GEORGIA STATE FLAG



State Flag

The first official flag of the state was established by the Act of October 17, 1879 (Acts 1879, p. 114). The second, and present, official flag of the state was established by the Act of February 13th, 1956 (Acts 1956, p. 38; codified as Sect. 86-1201 of the 1933 Code).

"The flag of the State of Georgia shall be a vertical band of blue next to the flagstaff, and occupying one-third of the entire flag; the remainder of the space to be a square of two-thirds the length of the flag, having the ground red; thereon a broad saltier of blue, bordered with white, emblazoned with white mullets or five pointed stars, thirteen in number, corresponding in number to that of the Confederate States of America as recognized by the Confederate States Congress,* so that the said remainder shall be the same as the union of the flag of the Confederate States as approved and cited in Statutes at Large of the Confederate States Congress, 1st and 2nd Sessions, 1862-3-4, and approved May 1, 1863, such remainder being popularly known as the Battle Flag of the Confederacy. On the blue field shall be stamped, painted or embroidered the coat of arms of the State."

*Confederate States Congress recognized Kentucky and Missouri, which accounts for the 13 stars. Each of these States had Union and Confederate Governments. Representatives of their Confederate Governments were admitted to the Confederate States Congress.

FLAG ALLEGIANCE

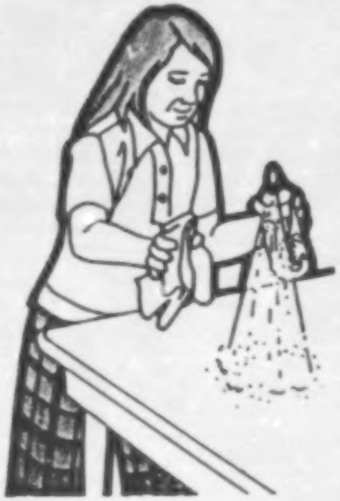
Whereas, it is a part of the duty of every patriotic citizen to pledge allegiance to the flag of our country, and whereas every man, woman, and child of this State owes a similar allegiance to the flag of Georgia, and whereas said State flag along with our National flag should be displayed on all public holidays and in all public schools and civic gatherings:

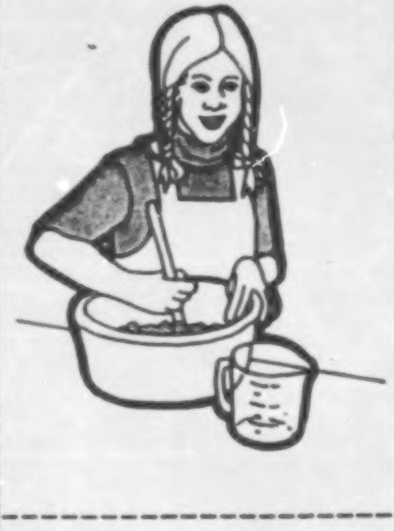
Now be it resolved by the House with the Senate concurring, that the following be adopted as the pledge of allegiance of the State flag: *"I pledge allegiance to the Georgia flag and to the principles for which it stands; Wisdom, Justice, and Moderation."*

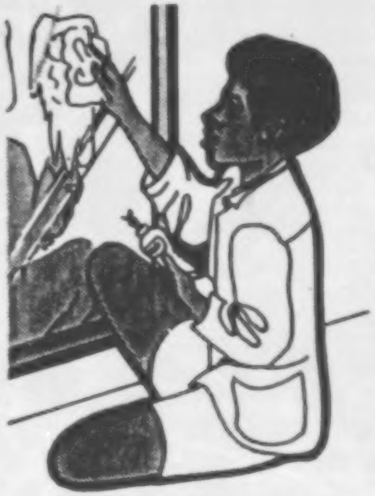
Be it further resolved, that said State flag be displayed at appropriate occasions in the public schools of this State, and in all patriotic meetings, and the citizens of our State be requested to take the above allegiance.

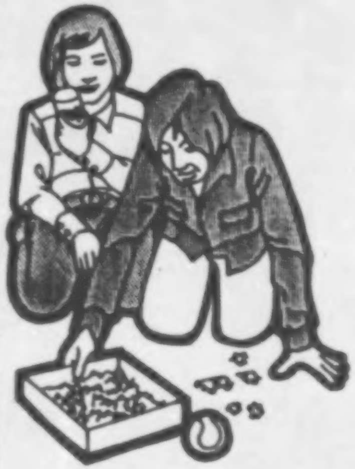
(Approved March 28, 1935. Acts 1935, p. 1253).

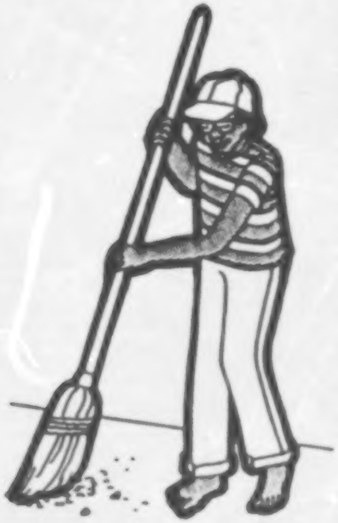
JOB CARD GAME

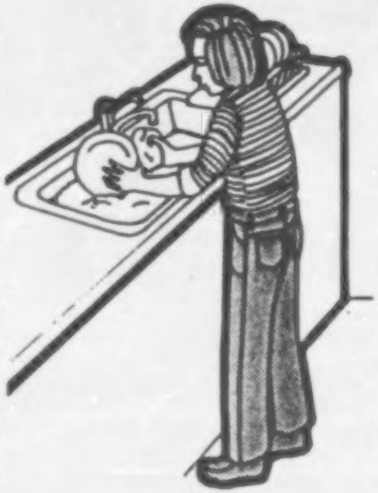


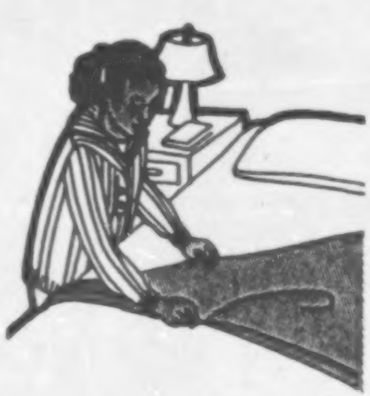


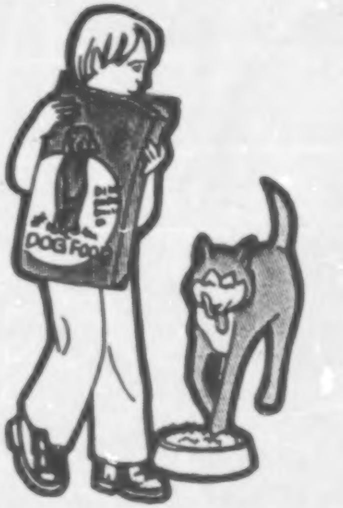












Mini lesson 1
Procedure 7

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Mini lesson 1
Procedure 7

Mini lesson 1
Procedure 7

WHAT IF GAME

A library book was left on the floor.

A girl laughed at someone's drawing.

Someone ran across the room.

Someone did not put away the glue.

Two people hit each other.

Six people talked loudly.

Everyone talked at once.

A girl hit a boy.

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

Mini lesson 2
Procedure 4

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Procedure 4

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Procedure 4

Mini lesson 2
Procedure 4

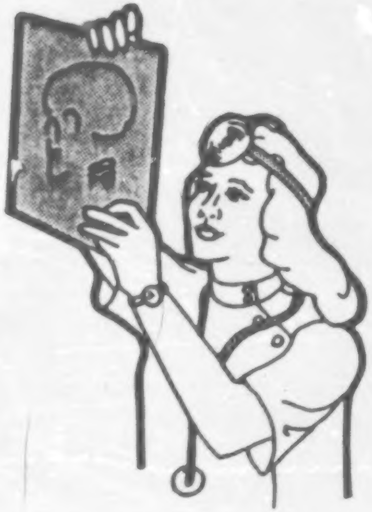
Goods

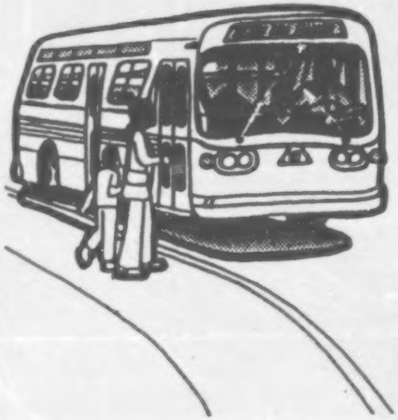
175

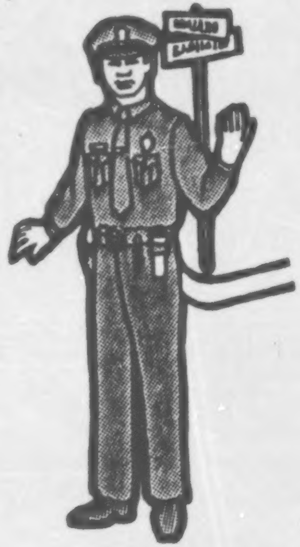
Services

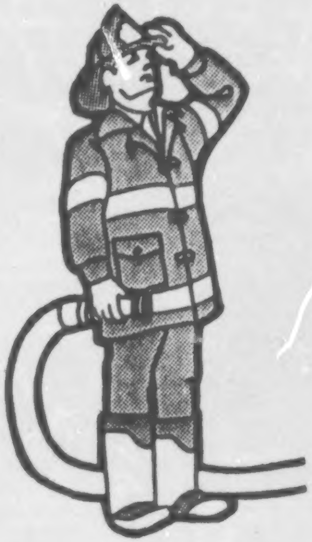
176

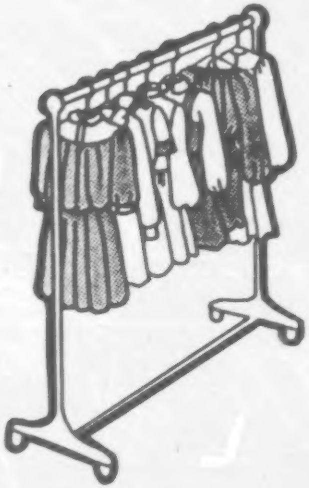
GOODS AND SERVICES GAME

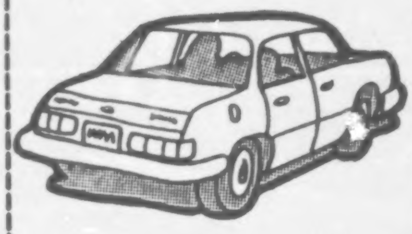


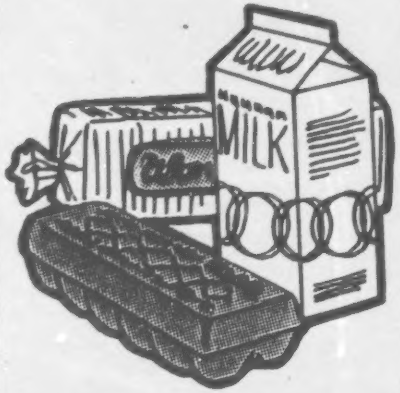


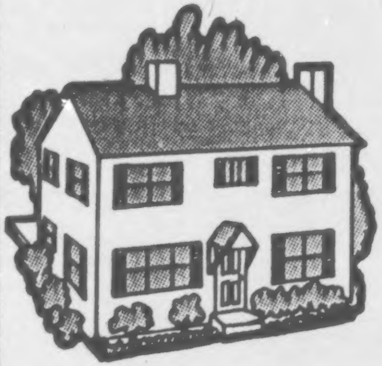












Mini lesson 3
Procedure 5

Mini lesson 3
Procedure 5

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Procedure 5

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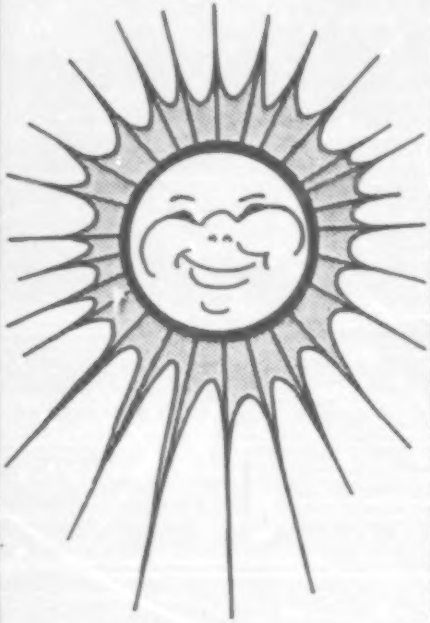
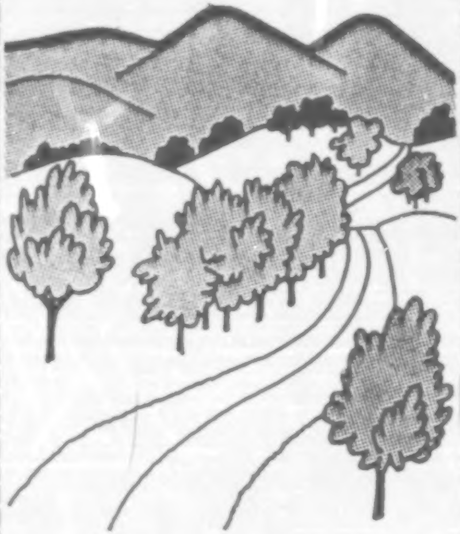
Procedure 5

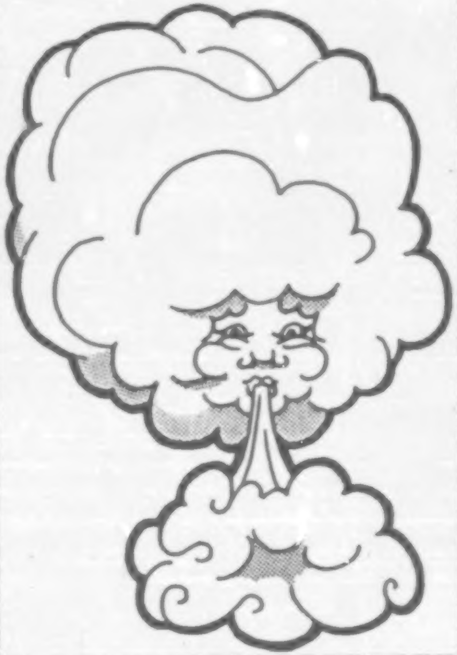
Goods

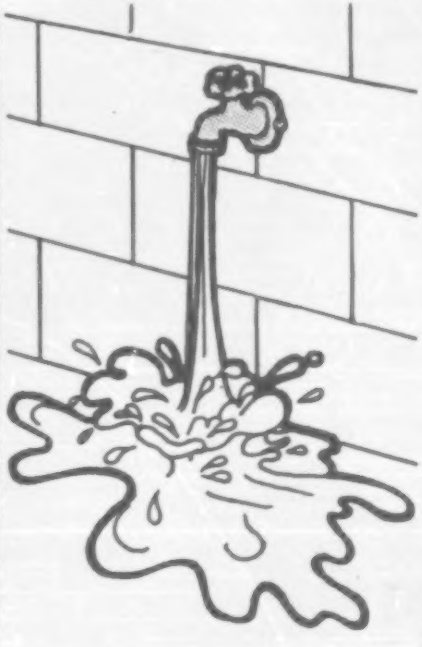
Natural Resources

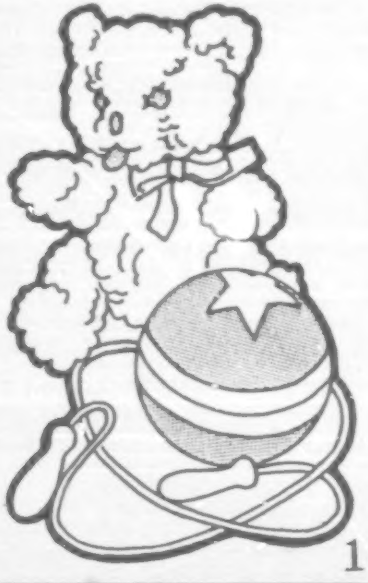
RESOURCES GAME

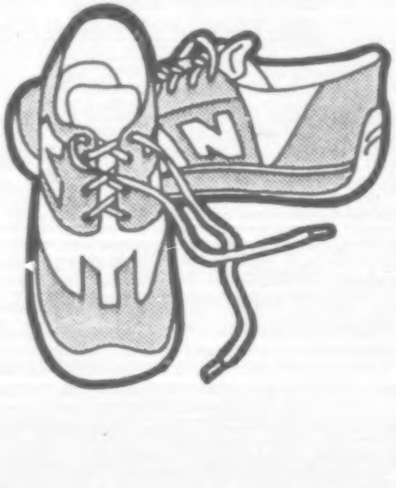


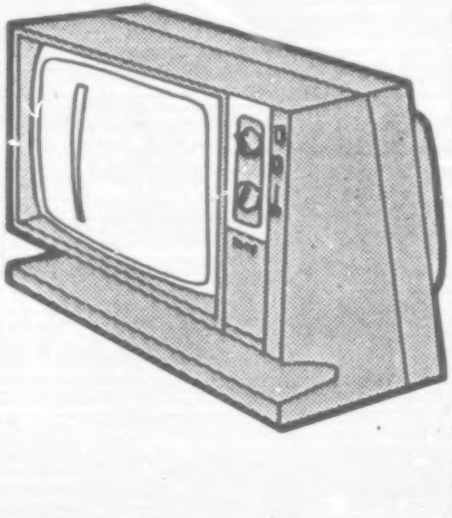


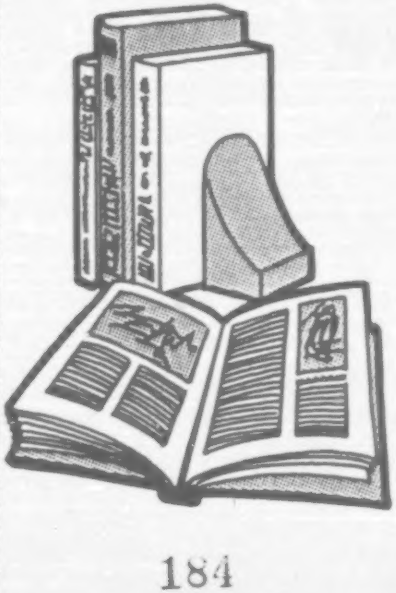












Mini lesson 3
Procedure 7

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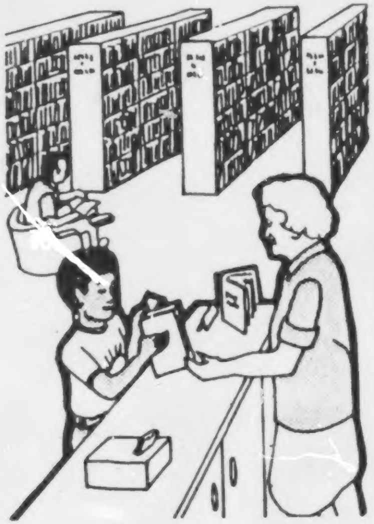
Procedure 7

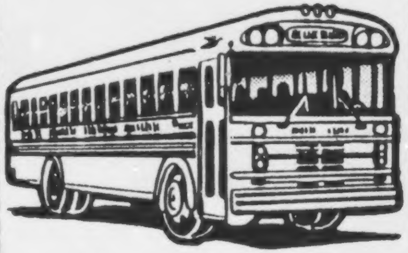
PUBLIC/PRIVATE GAME

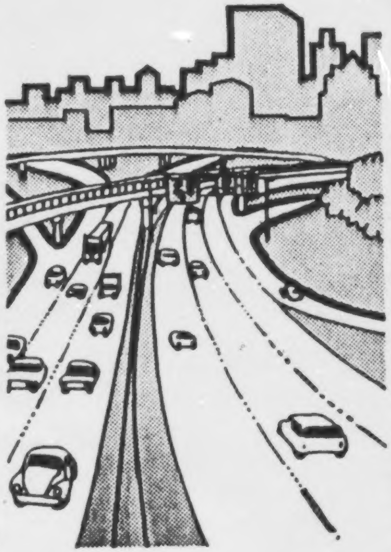
Public

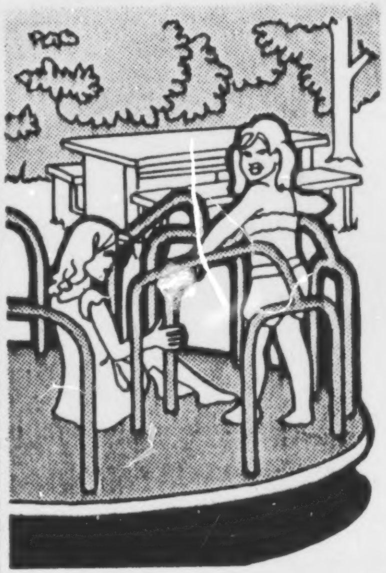
Private

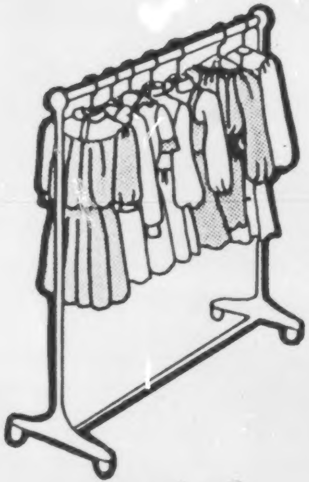
PUBLIC/PRIVATE GAME

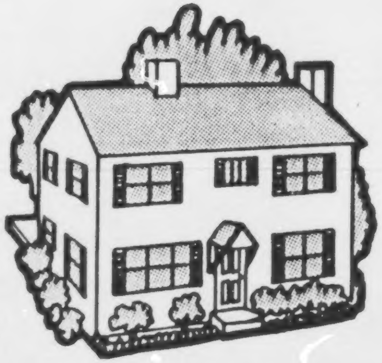


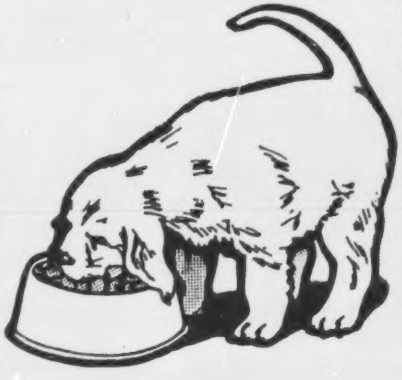


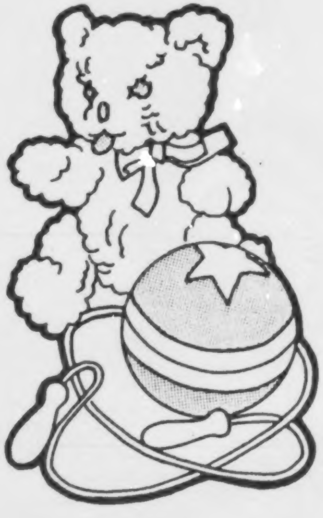












Mini lesson 4
Procedure 6

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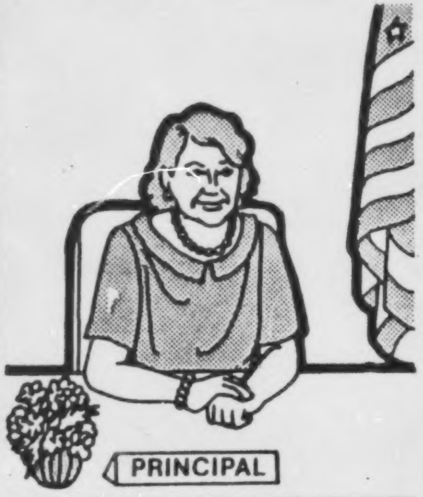
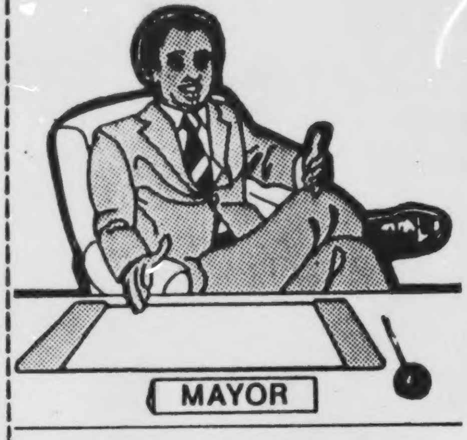
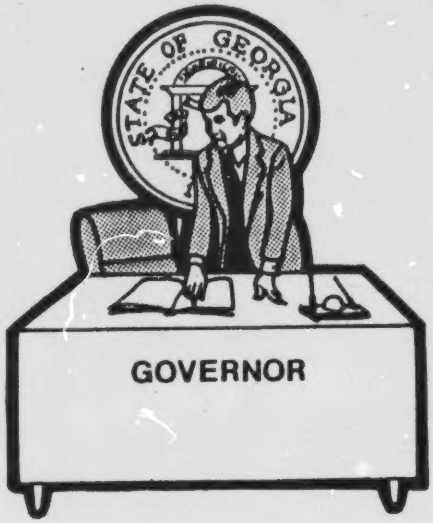
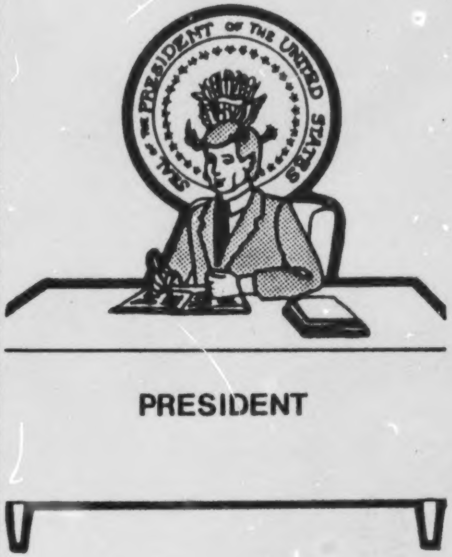
LEADER MATCH GAME






STATE OF GEORGIA
GOVERNOR


SEAL OF THE PRESIDENT OF THE UNITED STATES
PRESIDENT

INTRODUCTION

Many considerations must be taken into account in developing a unit on Georgia citizenship. The largest and most obvious concern for this, or any, unit topic is determining why it is important. After this, one needs to consider the most effective way of presenting the topic. Several factors should be evaluated at this point, such as the teaching style of the instructor, the learning style of the students, and the needs of the students.

This unit and the ones that will follow take into account these areas of concern. The importance of teaching Georgia citizenship has been demonstrated in a negative fashion by the lack of participation by American citizens in today's government. To lessen this lack of participation there needs to be intervention at an early age to insure knowledge of our government and how it works, positive attitudes towards participation, and the skills necessary for effective participation.

The following mini-lessons attempt to teach the content of citizenship, while the reinforcement activities strengthen thinking skills. During the mini-lessons, student participation is encouraged and the "facts" about government are presented. But, it is most probably during the reinforcement activities that knowledge improvement takes place. The information presented by the teacher is put in the child's schema through assimilating, classifying, sorting, thinking, and developing inquiry skills Information can not be useful or meaningful until it is processed into the child's schema.

Looking at the whole child is very important in teaching. He or she needs to see how Georgia citizenship fits into his or her world, and what makes it relevant to him or her.

While using this unit there is room for integration into all subject areas. The government content here is used for skills such as seriation, alphabetizing, graphing, map skills, reading for a purpose, letter writing, dramatization, creative pursuits, and many others.

It is nearly impossible to separate and teach "only" social studies. During the day it should be a constant on-going process and seen throughout the classroom. With such a relatively short amount of time each day there are many days when teachers cannot present a thirty to forty-five minute social studies lesson. That is why it is so important to provide reinforcement activities that the child can work on himself all during the day.

This unit is designed so that varying teaching styles can be used. When using the unit, alter it to suit your style of teaching. Make changes and add ideas that would help to meet the predetermined objectives.

Whatever the lesson, make sure it is meaningful, is directed towards developing some aspect of the child's thinking skills, and is suited both to the teacher's style of teaching and the child's style of learning.

UNIT TOPIC: Georgia Government

GRADE LEVEL: 3-4

CONCEPTS:

community
state government
independence
freedom
leadership
political parties
elections
trade
county government
city government
protection
law makers
protection of natural resources
federal government
city, state, and federal services
judicial system

TERMS:

city
state
country
judge
trial
capital
political parties
natural resources
laws
legislator
mayor
citizen
foreign
trade
tax
president
council
nation

OBJECTIVES: After the ten mini-lessons about *Georgia Government* the students will have an understanding of the framework of Georgia government at the city and state levels.

MATERIALS: Glossary of terms, six activities using terms, ten mini-lessons with stated materials for each.

TIME SCHEDULE: Allow five to six weeks to cover the ten mini-lessons and the reinforcement activities.

EVALUATION: The students will perform with 80% accuracy the six individual activities which require the student to match, fill in the blank, unscramble words and complete sentences. The evaluation materials can be used as review material before the post-test is given.

Mini-Lesson Topics

1. Foundations of United States Government
   a. Freedom
   b. Colonies
   c. Declaration of Independence
2. City/State/Federal Government
   a. Capital
   b. Capitol
   c. City
   d. State
   e. Federal
   f. County
3. Leaders of Government
   a. Mayor
   b. Governor
   c. President

4. Political Parties
    a. Republican Party
    b. Democratic Party
    c. Campaign
    d. Elected
    e. Criticisms
5. City and County Government
    a. Mayor
    b. City Council
    c. Councilman
    d. County Commission
    e. Community
6. Services from Government
    a. City/State/Federal
    b. Tax
    c. Volunteer
7. Our Judicial System
    a. Judge
    b. Jury
    c. Trial
    d. Arrest
    e. Crime
    f. Court
    g. Commit
8. Laws
    a. Legislator
    b. Regulate
    c. Protection
    d. Congressman
9. Natural Resources
    a. Land/Air/Water
    b. Protection by Government
10. Foreign Country Relations
    a. Trade
    b. Nation
    c. Control

MINI-LESSON 1

LESSON TOPIC: Foundations of United States Government

GRADE LEVEL: 3-4

CONCEPTS: Freedom, independence, nation

TERMS: Colonies, Declaration of Independence, state

OBJECTIVES: Students will be able to:

1. Identify the 3 main *freedoms* colonists were seeking from England and how they achieved those freedoms.
2. Describe what *colonies* were and how they affected the growth of American government.
3. Explain the importance of the *Declaration of Independence* to the formation of the United States Government.

MATERIALS: World Map, Map of the Thirteen English Colonies in 1750, I.C.E. glossary, copy of Declaration of Independence, Role Play Letter Cards. Optional filmstrips include: *Becoming Americans, Winning Independence* and *Forming a Nation* (SVE Education Filmstrips A3 14, 5, 6, and 7.)

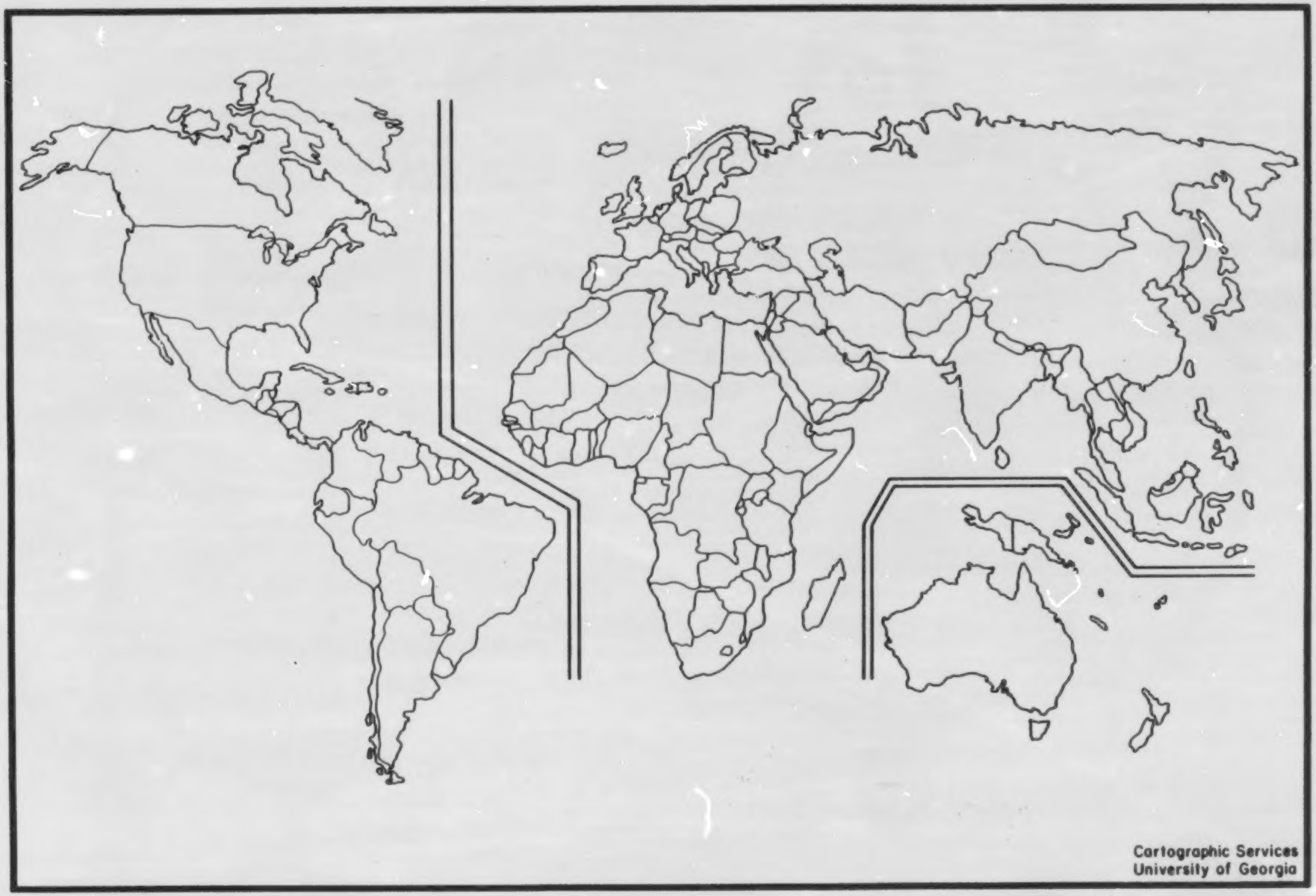
PROCEDURES:

1. Locate England and the thirteen American colonies on the map. Explain that colonists were people who came to America from England. Discuss some of the reasons why they came (e.g., freedom of religion, to own land, jobs, etc.).
2. Define freedom using glossary. Have students list freedoms they have today (Example: school, choosing friends, working hard or not). Have students list freedoms of their parents.
3. Show where colonies were established by the colonists. Define colonies by using the glossary. Let children describe how their colony would be if they could set it up.
4. List some of the reasons many colonists wanted to be free from England.
5. Show a copy of the Declaration of Independence and describe why it was written and how we use it today. (This is most suitable for above average students.)
6. Explain that after the Declaration of Independence the colonies became known as states and created their own government. Georgia was one of the 13 original states.
7. Divide the class into three groups and have them "establish" colonies in the new world. They must write a group paper declaring the freedoms they seek and then write up a Declaration of Independence before they can become independent.

Mini-Lesson 1
Reinforcement Activities

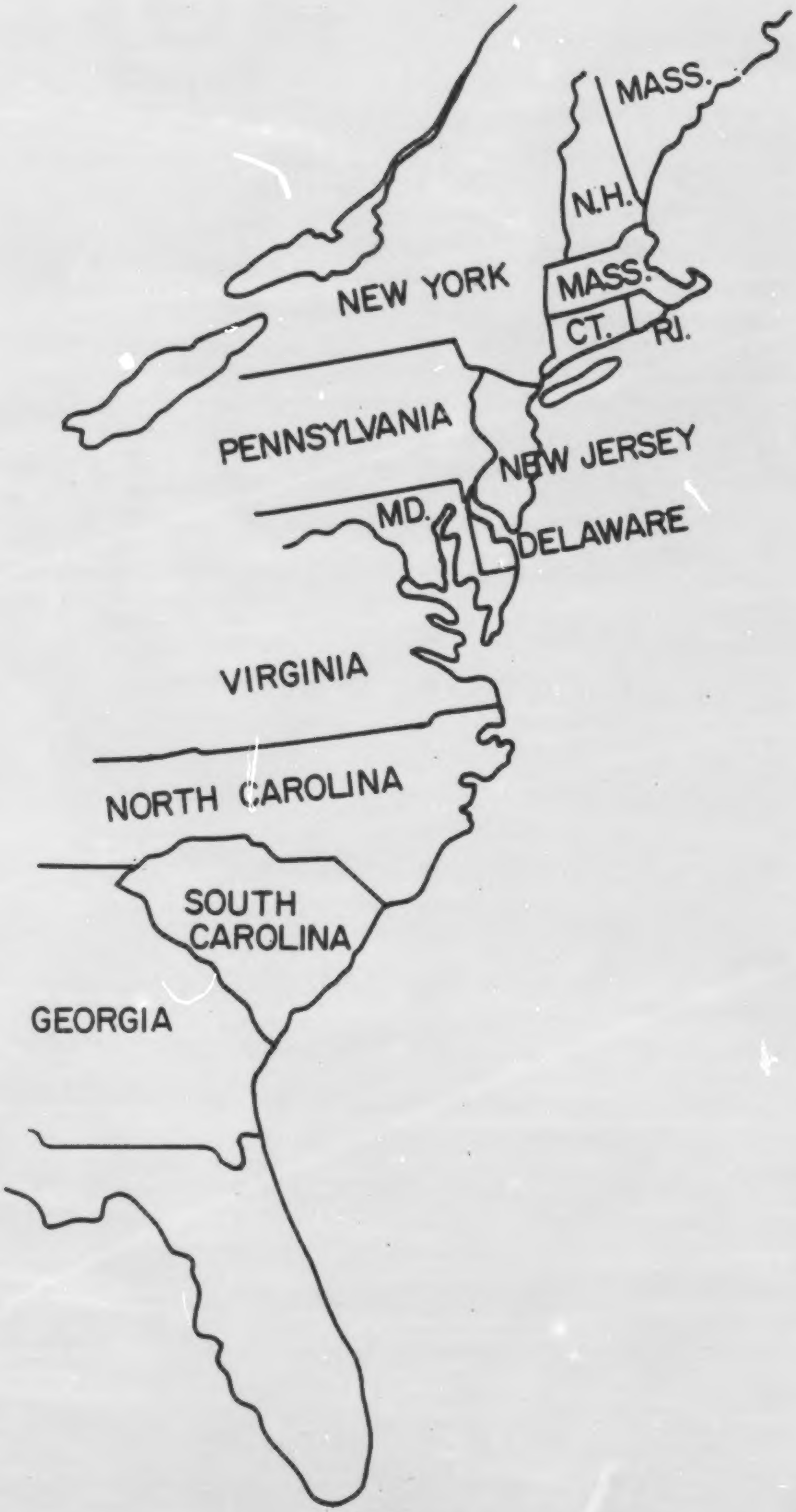
1. Have students create a skit titled "What Do We Do Now?" about the colonists coming to America. Have them include the writing of rules, establishing cities, jobs, and building homes.
2. Divide the class into small groups of 5 to 6 students. Distribute a Role Play Card to each student. Students are to pretend they are starting a new world with these certain people. As they unload their ship, they discover that a portion of their food and supplies is unusable. Thus there will not be enough supplies for everyone. This group has only the following supplies with which to live in the new world: 5 barrels of water, seeds to plant vegetables, weapons, tools, and 3 books. Two people must return to England on the ship. The group must decide who shall return and why.

3. Have children respond to the fictitious letter from a colonial child. Letter as worksheet is provided.
4. If showing the series of 3 filmstrips by SVE Educational Filmstrips after *Becoming Americans* brainstorm reasons why the colonists became angry with the English government. Have the students illustrate a picture showing the best reason. Write a story to go with it. Following *Winning Independence* discuss why rules were needed in the new land. What were the first rules? Finally, after *Forming a Nation* discuss the difference between the *Constitution and the Declaration of Independence.*



Cartographic Services
University of Georgia

The Thirteen English Colonies in 1750


MASS.
N.H.
NEW YORK
MASS.
CT.
R.I.
PENNSYLVANIA
NEW JERSEY
MD.
DELAWARE
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA

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THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776

THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governend; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Objects evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. –Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britian is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasions from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us in times of peace, Standing Armies, without the Consent of our legislatures.

He has affected to render the Military independent of, and superior to, the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitutions, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by jury:

For transporting us beyond Seas to be tried for pretended offenses:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing out most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms:

Our repeated Peitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies of War, in Peace Friends.

WE, THEREFORE, THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be FREE AND INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britian, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our Sacred Honor.

John Hancock

THE SIGNERS

DELAWARE
Caesar Rodney
Georgia Read
Thomas M'Kean

MASSACHUSETTS BAY
John Hancock
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

CONNECTICUT
Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

NEW HAMPSHIRE
Josiah Bartlett
William Whipple
Matthew Thornton

NORTH CAROLINA
William Hooper
Joseph Hewes
John Penn

PENNSYLVANIA
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
Georgia Taylor
James Wilson
George Ross

MARYLAND
Samuel Chase
William Paca
Thomas Stone
Charles Carroll, of Carrollton

VIRGINIA
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

NEW YORK
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

NEW JERSEY
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

RHODE ISLAND
Stephen Hopkins
William Ellery

SOUTH CAROLINA
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

GEORGIA
Button Gwinnett
Lyman Hall
George Walton

May 3, 1608

Dearest Young Citizen,

We have just gone through out first cold winter in Jamestown. Thee would have been very cold. We had no heat and very little food. Now with the spring weather we are planting a garden and we will have fresh vegetables soon.

How are things now in 1980? Do you have heat now? I hope so.

Yesterday I saw a man stealing corn from the storehouse. Poor soul. He will be put to death next week. What would happen if you took come corn?

One entire family came to Jamestown resently with a shipload of English citizens. Our minister did not believe they were right with God. They were all whipped. I hope they get right soon. What happens if you are not right with God.

My mother heard a man say a swear word with God's name. This was his second time so a needle was put through his tongue. What happens if someone is heard saying God's name in vain?

Two women were caught wearing fancy haps the other day. Boy are they in trouble. They will both be branded for life. What happens to women who dress with fancy clothes now?

I would really like to hear from thee to find our how things in the New World are now. Please write and let me know.

Yours Earnestly,

Johnathan Myers

ROLE PLAY CARDS

CARPENTER

ATHLETE

DOCTOR

TELEPHONE REPAIRMAN

TEACHER

POLICEMAN

SALESPERSON

ARTIST

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

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ROLE PLAY CARDS

SECRETARY

LAWYER

TRASH COLLECTOR

BANKER

MINISTER

CHILDREN

FARMER

HOUSEWIFE

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

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MINI-LESSON 2

LESSON TOPIC: Local, State, and National Government

GRADE LEVEL: 3-4

CONCEPTS: City, county, state, country

TERMS: Capital, capitol

OBJECTIVES: Students will be able to:

1. Distinguish between a city, state, and a country.
2. Identify the capitals of Georgia and the United States.
3. Describe what a capital's function is and what a capitol is.
4. Define a county and distinguish between a city.

MATERIALS: I.C.E. glossary of terms; maps of U.S., Georgia, and Atlanta regional area; diagram of the world, nation, state, county, and city; I.C.E. study prints/slides of Atlanta, Georgia, United States. Handouts "State Capitals," "States and Their Populations," and "Map Skills"; City, State, and Country Game board, cards, and key; construction paper; magazines. Optional filmstrips include: *The Megalopolis* and *The City* (Learning Tree LT428 A & B).

PROCEDURES:

1. Define city, county, state, and country using the glossary.
2. Discuss the differences between the four and list them (especially size and function). Show that one can be a citizen of a city, county, state, and country at the same time. Use the diagram of the world, nation, state, county, and city to help demonstrate this.
3. Name the students' city, county, state, and country. Locate these on a map. Note the size difference and use diagram to help illustrate.
4. Show pictures of the students' city and then other places in the state and finally other places in their country.
5. Explain that each state has a capital city. Define using glossary. Describe the functions of the capital. The capital of the U.S. is Washington, D.C.; show this on the U.S. map. Have pictures of both. Explain that the building at the capital is called a capitol. Make a chart listing the differences between the state capitals and U.S. Capital. Use identification sheet of state capitals for guide.

Mini-Lesson 2
Reinforcement Activities

1. Arrange the state capitals in correct alphabetical order. Worksheet included.
2. Locate the state capitals on a map of the United States, and label them. Map included.
3. Sort and classify characteristics of the city, state, and country. Include pictures of cities, states, and countries to be classified; have these labeled. Game cards are included. Game board can be made of cardboard folded into thirds. Provide answer key for self-check.
4. Arrange in order from greatest to least the population size of the states. Arranging by regions can make this activity easier. Worksheet is included.
5. Using the county map of Georgia, label the counties surrounding Atlanta. Worksheet included.

6. Using a map of the United States, provide questions about the location of the state. A worksheet is provided.
7. If you show the two filmstrips *The Megalopolis* and *The City* (Learning Tree filmstrips No.LT428-A, LT428-B), afterwards have the class list characteristics of big cities and small cities.
8. Conduct a class inventory with the following headings on the chalkboard:

   IN OUR CLASS

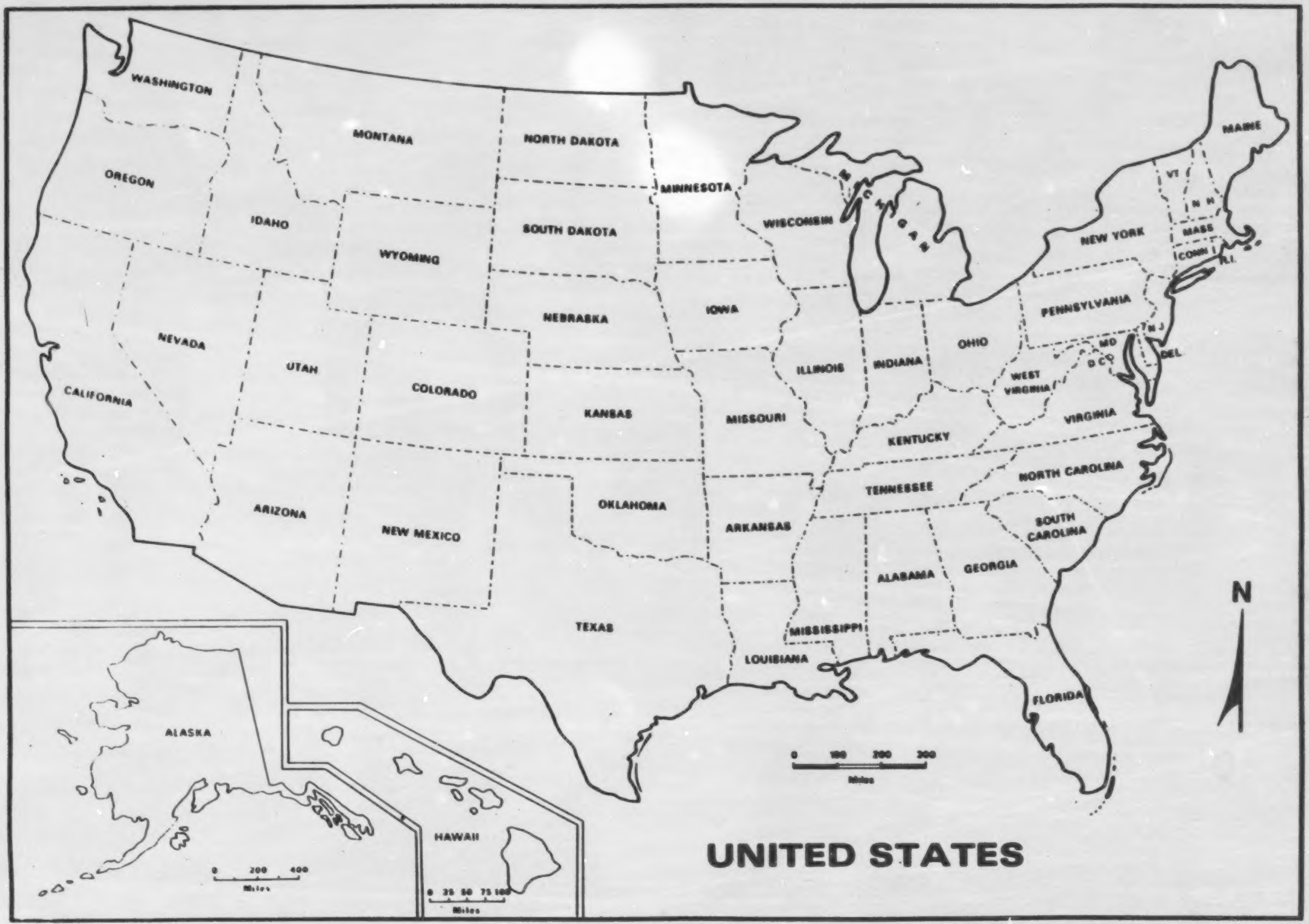
   ___ students are citizens of the United States because they were born here.

   ___ students are citizens of the United States because their parents went through the citizen-making steps.

   ___ students have always been citizens of Georgia.

   ___ students were at one time citizens of the state of

   etc.
9. Have children cut out four sizes of squares from paper. At the bottom of the sheet give each one a label–ME, ATLANTA, GEORGIA, and UNITED STATES. On the smallest have child write ME and draw a picture of self. On the next size he can draw some feature of ATLANTA, sky line, etc. Next draw something representing GEORGIA, state flower, bird, peach, etc. On the largest sheet draw some UNITED STATES symbol. These can be put together into a booklet.
10. Have children collect pictures of other big cities, and use these in a collage, display board, or notebook.


WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
OREGON
IDAHO
WYOMING
SOUTH DAKOTA
WISCONSIN
MICHIGAN
MAINE
VT
N H
MASS
CONN
R.I.
NEW YORK
PENNSYLVANIA
N J
DEL.
MD
D C
NEBRASKA
IOWA
NEVADA
UTAH
COLORADO
KANSAS
MISSOURI
ILLINOIS
INDIANA
OHIO
WEST VIRGINIA
VIRGINIA
KENTUCKY
CALIFORNIA
OKLAHOMA
ARKANSAS
TENNESSEE
NORTH CAROLINA
SOUTH CAROLINA
ARIZONA
NEW MEXICO
TEXAS
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
FLORIDA
N
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Miles
ALASKA
0 200 400
Miles
HAWAII
0 25 50 75 100
Miles

UNITED STATES

Georgia State University, Department of Geography, Cartography Laboratory 1974

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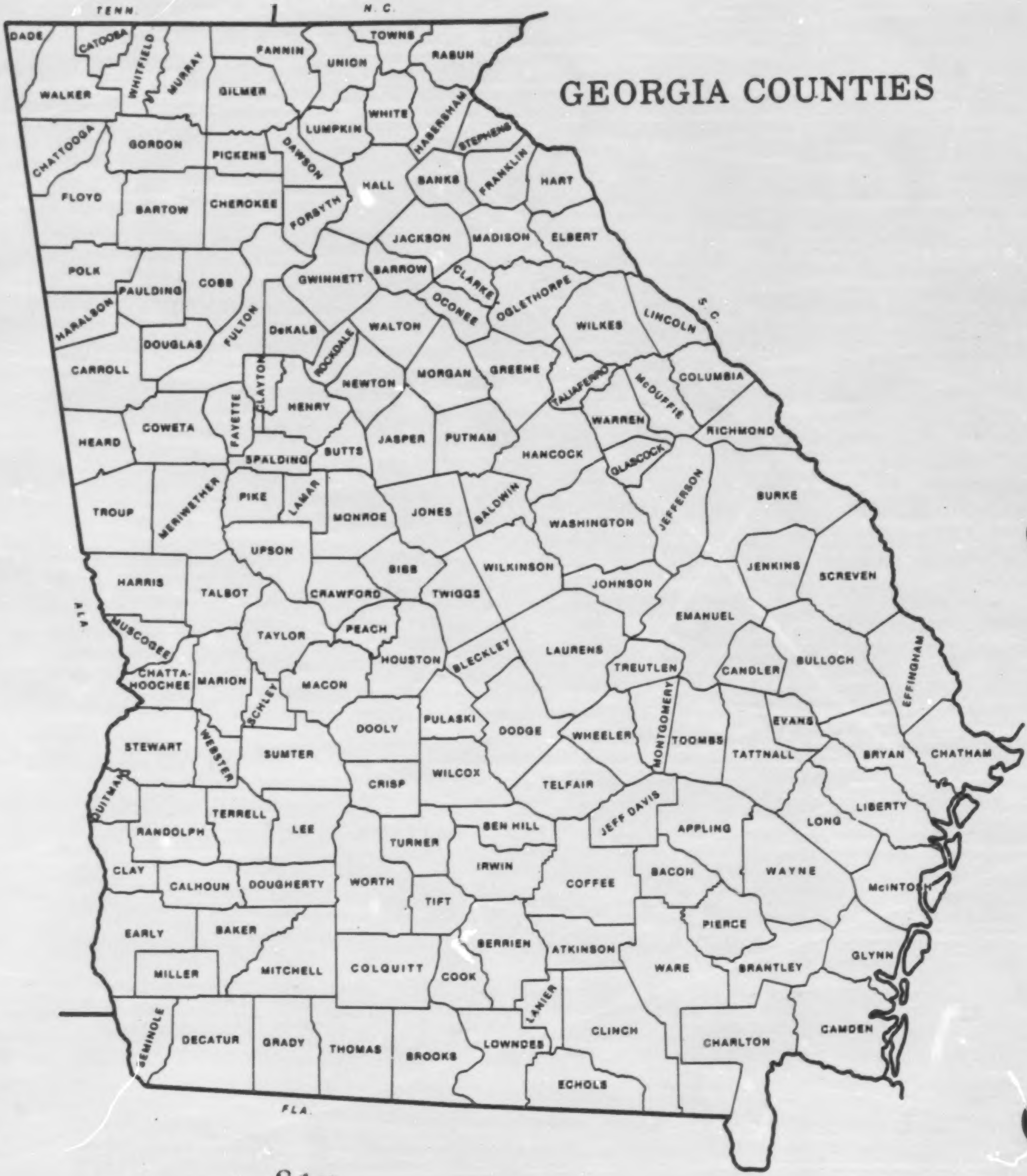
GEORGIA COUNTIES


TENN.
N. C.
S. C.
ALA.
FLA.
DADE
CATOOSA
WHITFIELD
MURRAY
FANNIN
UNION
TOWNS
RABUN
WALKER
GILMER
WHITE
HABERSHAM
LUMPKIN
STEPHENS
CHATTOOGA
GORDON
PICKENS
DAWSON
HALL
BANKS
FRANKLIN
HART
FLOYD
BARTOW
CHEROKEE
FORSYTH
JACKSON
MADISON
ELBERT
POLK
PAULDING
COBB
GWINNETT
BARROW
CLARKE
OCONEE
OGLETHORPE
WILKES
LINCOLN
HARALSON
FULTON
DOUGLAS
DeKALB
ROCKDALE
WALTON
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
COWETA
WARREN
RICHMOND
HEARD
SPALDING
BUTTS
JASPER
PUTNAM
HANCOCK
GLASCOCK
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
BALDWIN
WASHINGTON
JEFFERSON
BURKE
UPSON
BIBB
WILKINSON
JENKINS
SCREVEN
HARRIS
TALBOT
CRAWFORD
TWIGGS
JOHNSON
MUSCOGEE
TAYLOR
PEACH
EMANUEL
CHATTA-HOOCHEE
MARION
SCHLEY
MACON
HOUSTON
BLECKLEY
LAURENS
TREUTLEN
CANDLER
BULLOCH
EFFINGHAM
STEWART
WEBSTER
SUMTER
DOOLY
PULASKI
DODGE
WHEELER
MONTGOMERY
TOOMBS
EVANS
TATTNALL
BRYAN
CHATHAM
QUITMAN
CRISP
WILCOX
TELFAIR
JEFF DAVIS
APPLING
LIBERTY
LONG
RANDOLPH
TERRELL
LEE
TURNER
BEN HILL
IRWIN
COFFEE
BACON
WAYNE
McINTOSH
CLAY
CALHOUN
DOUGHERTY
WORTH
TIFT
PIERCE
EARLY
BAKER
BERRIEN
ATKINSON
GLYNN
MILLER
MITCHELL
COLQUITT
COOK
WARE
BRANTLEY
LANIER
CLINCH
SEMINOLE
DECATUR
GRADY
THOMAS
BROOKS
LOWNDES
CHARLTON
CAMDEN
ECHOLS

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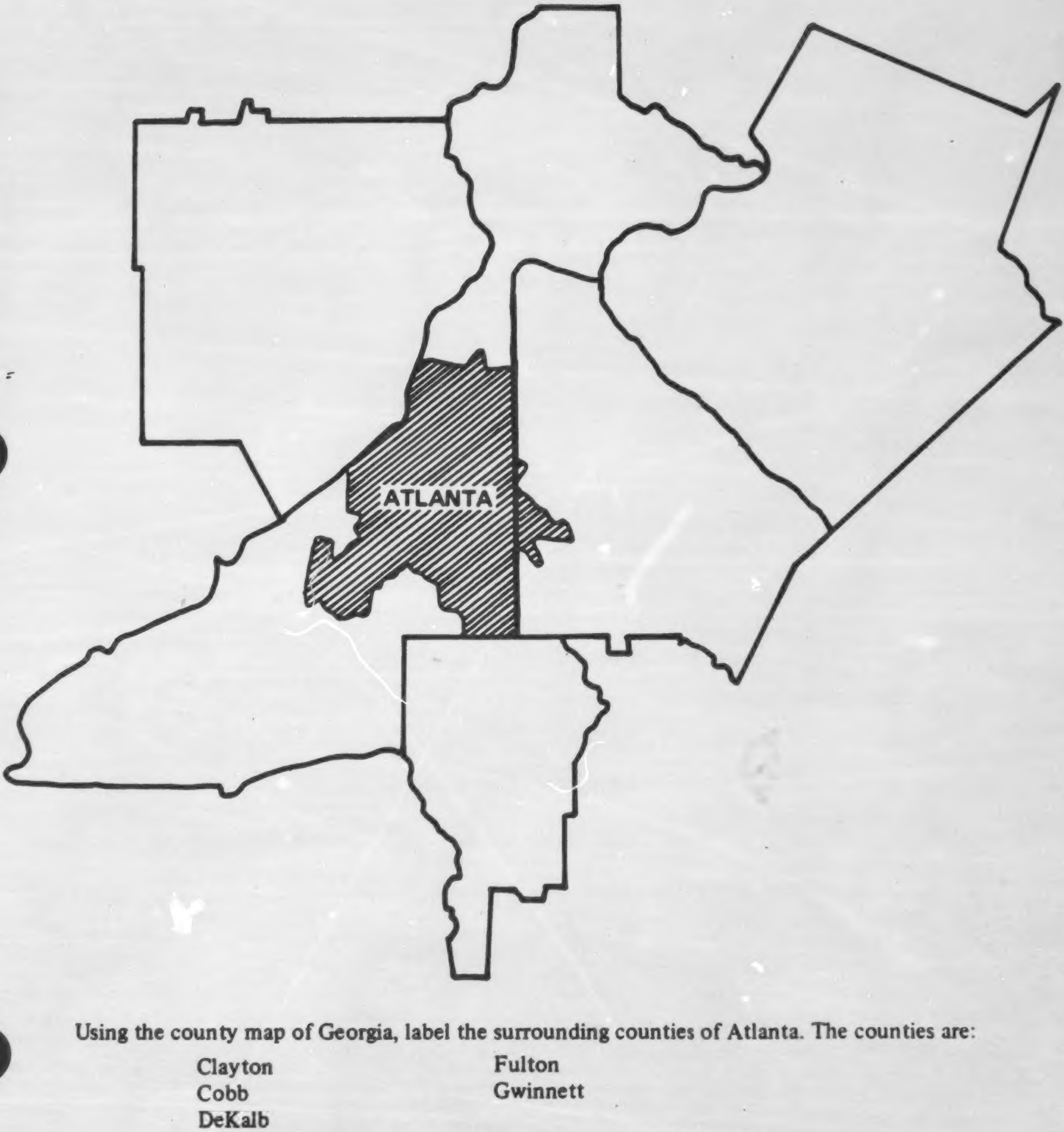
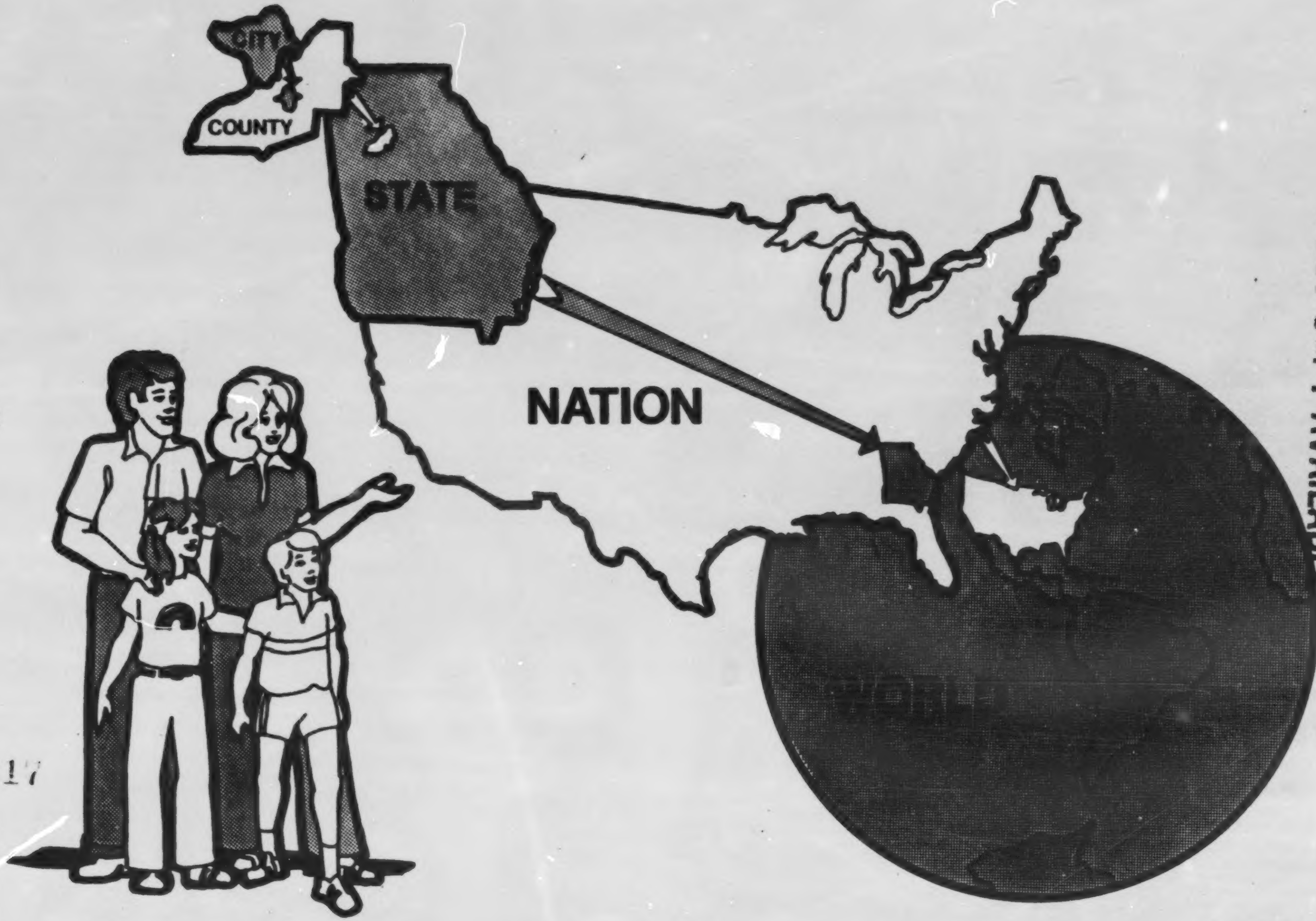
ATLANTA REGIONAL AREA



Using the county map of Georgia, label the surrounding counties of Atlanta. The counties are:

Clayton
Cobb
DeKalb
Fulton
Gwinnett

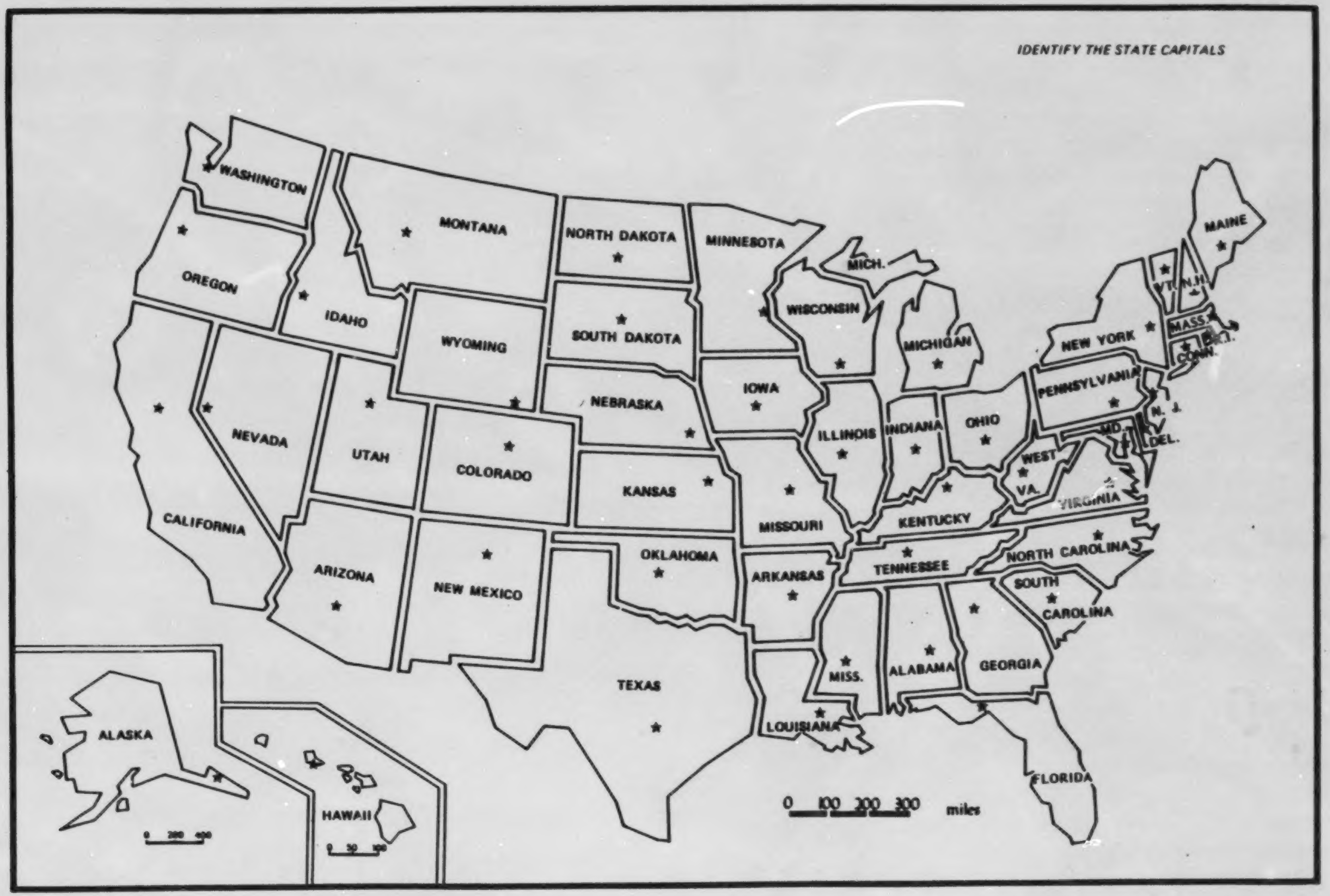

CITY
COUNTY
STATE
NATION
WORLD

BEST COPY AVAILABLE

STATE CAPITALS

Put the following state capitals in alphabetical order.

1. Olympia, Washington
2. Salem, Oregon
3. Carson City, Nevada
4. Phoenix, Arizona
5. Santa Fe, New Mexico
6. Austin, Texas
7. Oklahoma City, Oklahoma
8. Baton Rouge, Louisiana
9. Jackson, Mississippi
10. Little Rock, Arkansas
11. Denver, Colorado
12. Boise, Idaho
13. Helena, Montana
14. Bismark, North Dakota
15. Pierre, South Dakota
16. Lincoln, Nebraska
17. Topeka, Kansas
18. Jefferson City, Missouri
19. Montgomery, Alabama
20. Atlanta, Georgia
21. Tallahassee, Florida
22. Columbia, South Carolina
23. Sacramento, California
24. Raleigh, North Carolina
25. Des Moines, Iowa
26. Madison, Wisconsin
27. Springfield, Illinois
28. Indianapolis, Indiana
29. Lansing, Michigan
30. St. Paul, Minnesota
31. Nashville, Tennessee
32. Frankfort, Kentucky
33. Columbus, Ohio
34. Charleston, West Virginia
35. Richmond, Virginia
36. Baltimore, Maryland
37. Harrisburg, Pennsylvania
38. Trenton, New Jersey
39. Albany, New York
40. Hartford, Connecticut
41. Providence, Rhode Island
42. Boston, Massachusetts
43. Montpelier, Vermont
44. Concord, New Hampshire
45. Augusta, Maine
46. Juneau, Alaska
47. Honolulu, Hawaii
48. Cheyenne, Wyoming
49. Salt Lake City, Utah
50. Dover, Delaware



IDENTIFY THE STATE CAPITALS

WASHINGTON
OREGON
CALIFORNIA
IDAHO
NEVADA
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
MICH.
MICHIGAN
ILLINOIS
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISS.
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VA.
PENNSYLVANIA
NEW YORK
MD.
DEL.
N. J.
CONN.
R.I.
MASS.
VT.
N.H.
MAINE
ALASKA
HAWAII
0 100 200 300 miles
0 200 400
0 50 100

STATES AND THEIR POPULATIONS

Arrange the following states in order by population size (these are 1980 population figures). Start with the largest and work down.

Southeast Region States

Virginia	5,346,279
North Carolina	5,874,429
South Carolina	3,119,208
Georgia	5,464,265
Florida	9,739,992
Kentucky	3,661,433
Tennessee	4,590,750
Alabama	3,890,061
Mississippi	2,520,638
Arkansas	2,285,513
Louisiana	4,203,972

Southwest Region States

Oklahoma	3,025,266
Texas	14,228,383
Arizona	2,717,866
Utah	1,461,037
Nevada	799,184
California	23,668,562

Northwest Region States

Montana	786,690
Idaho	943,935
Wyoming	470,816
Colorado	2,888,834
Washington	4,130,163
Oregon	2,632,663

Northeast Region States

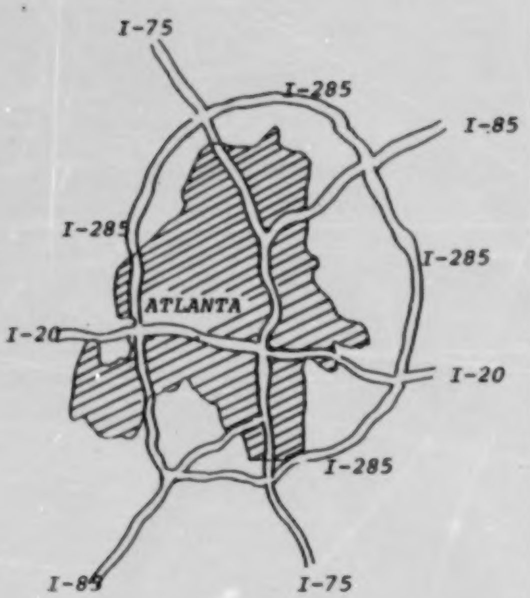
Maine	1,124,660
New Hampshire	920,610
Vermont	511,456
Massachusetts	5,737,037
Rhode Island	947,154
Connecticut	3,107,576
New York	17,557,288
New Jersey	7,364,158
Pennsylvania	11,866,728
Delaware	595,225
Maryland	4,216,446
West Virginia	1,949,644

Midwest Region States	
Ohio	10,797,419
Indiana	5,490,179
Illinois	11,418,461
Michigan	9,258,344
Wisconsin	4,705,335
Minnesota	4,077,148
Iowa	2,913,387
Missouri	4,917,444
North Dakota	652,695
South Dakota	690,178
Nebraska	1,570,006
Kansas	2,363,208

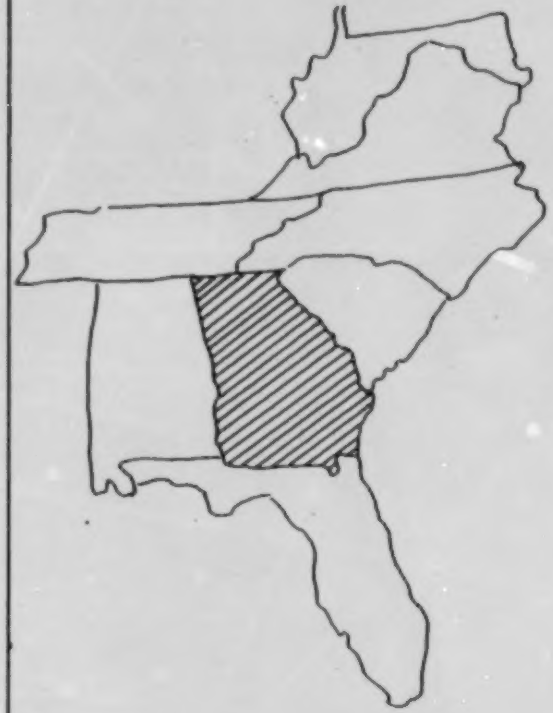
Other Region States	
Alaska	400,481
Hawaii	965,000

Total United States Population	226,504,825

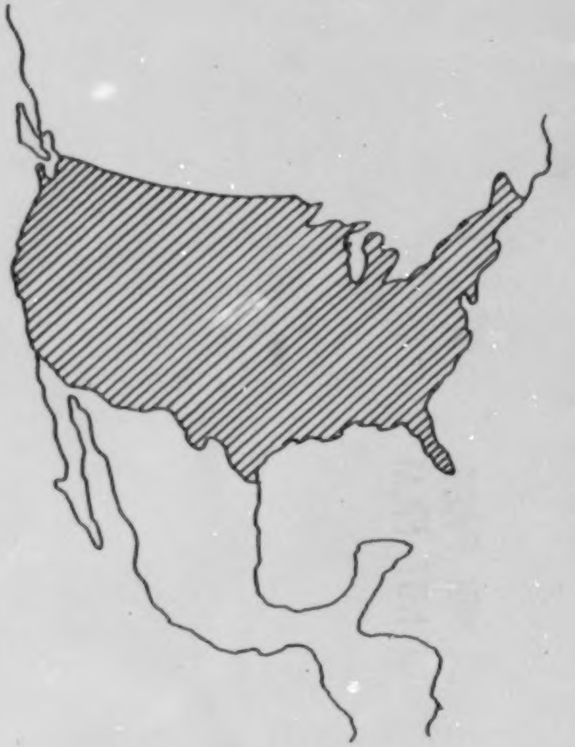
CITY, STATE, AND COUNTRY GAME BOARD


I-75
I-285
I-85
I-285
I-285
ATLANTA
I-20
I-20
I-285
I-85
I-75

City



State



Country

(Cut or dotted lines, and fold on solid lines)

City
State
Country

Mini-Lesson (2) Reinforcement 3

CITY, STATE, AND COUNTRY GAME CARDS

EACH ONE MAKES LAWS FOR ITS CITIZENS

IT PROVIDES WATER, GARBAGE COLLECTION, AND SIDEWALKS TO ITS CITIZENS

GEORGIA IS ONE

AN AREA OF LAND WITH ITS OWN PEOPLE AND GOVERNMENT

ATLANTA IS ONE

A MAYOR IS ITS LEADER

FLORIDA IS ONE

THE UNITED STATES IS ONE

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

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ANOTHER NAME FOR THIS IS "NATION"

THERE ARE 50 OF THESE IN AMERICA

EACH ONE HAS A CAPITAL CITY

IT IS CREATED BY A STATE

A GOVERNOR IS ITS LEADER

IT IS SMALLER THAN A COUNTY
IN SIZE

A PRESIDENT IS ITS LEADER

A LARGE COMMUNITY

Mini Lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Rennforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

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KEY

CITY

A large community.
It is created by a state.
Atlanta is one.
It provides water, garbage collection, and sidewalks to its citizens.
It is smaller than a county in size.
A mayor is its leader.

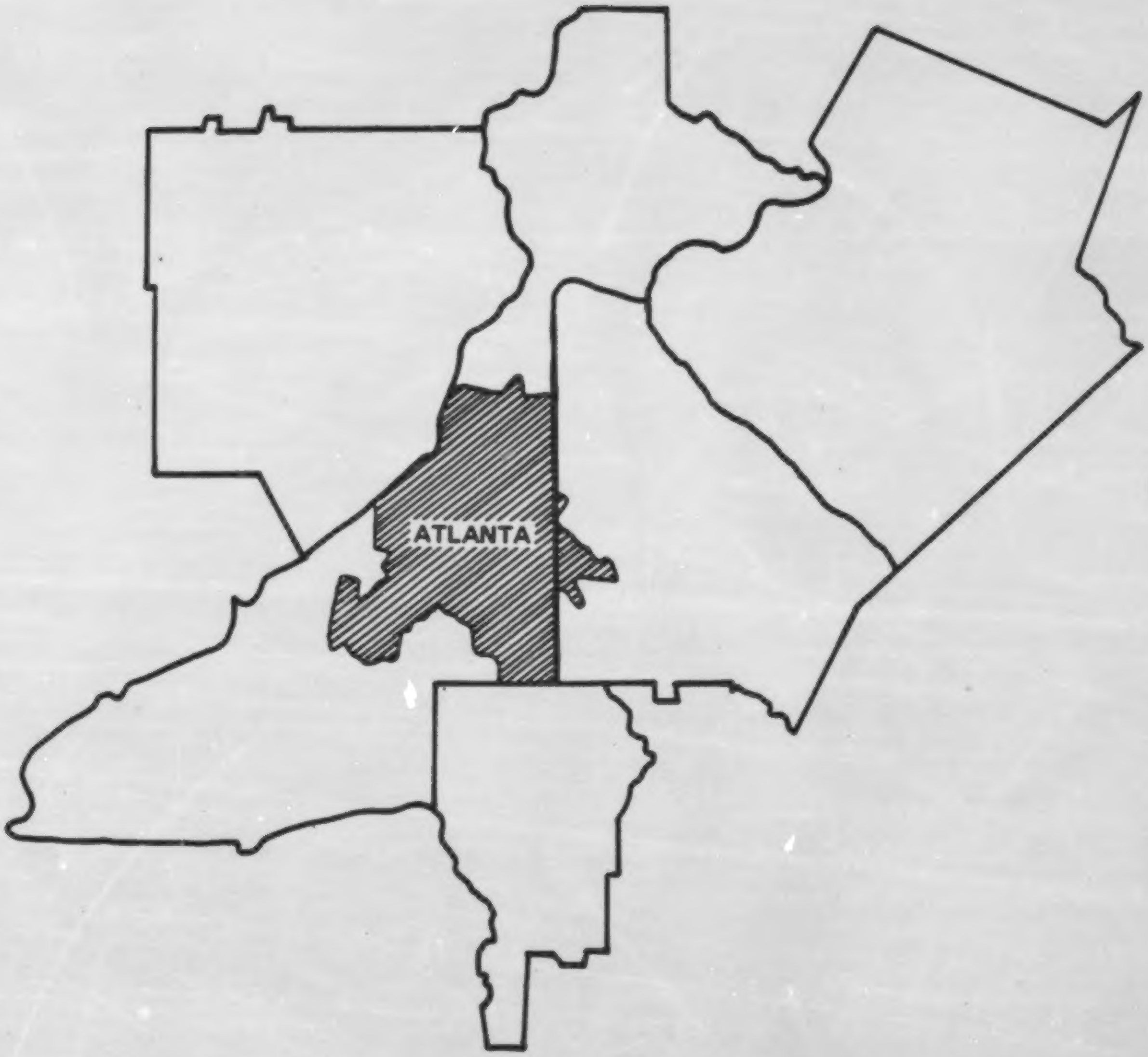
STATE

Each one has a capital city.
Georgia is one.
There are 50 of these in America.
Each one makes laws for its citizens.
A governor is its leader.
Florida is one.

COUNTRY

The United States is one.
An area of land with its own people and government.
Another name for this is nation.

ATLANTA REGIONAL AREA



Using the county map of Georgia, label the surrounding counties of Atlanta. The counties are:

- Clayton
- Cobb
- DeKalb
- Fulton
- Gwinnett

MAP SKILLS

Look at the map of the United States carefully and answer the following questions.

1. What ocean is east of Georgia? ______________________________

2. What state is south of Georgia? ______________________________

3. What state is north of Georgia? ______________________________

4. What state is west of Georgia? ______________________________

5. What state is northeast of Georgia? ______________________________

6. What city is the capital of Georgia? ______________________________

7. How many states touch Georgia? ______________________________

8. Is Atlanta in north or south Georgia? ______________________________

9. Is Georgia longer or shorter than Florida? ______________________________

10. Is Georgia in the north or south of the United States? ______________________________

MINI-LESSON 3

LESSON TOPIC: Leaders of Government

GRADE LEVEL: 3-4

CONCEPTS: Leadership

TERMS: Mayor, governor, president

OBJECTIVES: Students will be able to:

1. Explain and distinguish between the roles of a mayor, a governor, and a president.
2. Identify the mayor of their city (or of Atlanta if they do not live in a city), the governor of Georgia, and the president of the United States.

MATERIALS: I.C.E. glossary; I.C.E. study prints/pictures of present mayor, governor, and president; and six newspapers; news magazines; I.C.E. *Community Resource Directory;* Characteristics of the Mayor, Governor, and President Game

PROCEDURES:

1. Review the definitions of city, state, and country.
2. Define mayor, governor, and president using the glossary.
3. Draw comparisons between the three, and discuss how each is a leader.
4. Identify the present three leaders of the students' city, state, and country. Show pictures of these people. Ask the class what makes a person a good leader.
5. Divide the class into six groups. Pass out six newspapers and see if the class can find something in the local paper about these three people as they perform their jobs. Discuss why they are important.

Mini-Lesson 3
Reinforcement Activities

1. Show slides or photos of mayor, governor, and president. Bring in weekly news magazines and have students look for pictures of these people and read why they were newsworthy.
2. Bring in local newspaper daily and have students cut out articles about these leaders and/or including events in which these leaders were involved.
3. Ask the students' mayor to come for a class visitation.
4. Sorting–sort and classify characteristics of the mayor, governor, and president. Game cards are included.
5. Have students write papers with the topic "What I Would Do If I Was. . . ." (the mayor, the governor, or the president).

CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT

(Cut out on dotted line, and fold on solid line)

Mini-Lesson 3, Reinforcement 4

Mayor

CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT

(Cut out on dotted line, and fold on solid line) *Mini-Lesson 3, Reinforcement 4*

Governor

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CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT

(Cut out on dotted line, and fold on solid line)

Mini-Lesson 3, Reinforcement 4

President

THIS LEADER IS ELECTED BY THE PEOPLE OF THE UNITED STATES

MAYNARD JACKSON IS THE ONE FOR ATLANTA

THE ONE WHO IS ELECTED TO BE IN CHARGE OF CITY GOVERNMENT

THIS LEADER LIVES IN THE GOVERNOR'S MANSION IN ATLANTA

THIS LEADER IS ELECTED BY THE PEOPLE IN ATLANTA

THIS LEADER WORKS IN GEORGIA'S STATE CAPITOL

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

GEORGE BUSBEE IS THE ONE FOR GEORGIA

THIS LEADER WORKS IN CITY HALL

RONALD REAGAN IS THE ONE FOR THE UNITED STATES

THIS LEADER IS ELECTED BY THE PEOPLE OF GEORGIA

THE LEADER OF A CITY

THE LEADER OF OUR COUNTRY

THIS LEADER LIVES IN THE WHITE HOUSE IN WASHINGTON, D.C.

THE LEADER OF A STATE

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Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

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MINI-LESSON 4

LESSON TOPIC: Political Parties

GRADE LEVEL: 3-4

CONCEPTS: Political parties, elections

TERMS: Republican Party, Democratic Party, candidate, campaign, criticisms

OBJECTIVES: The students will be able to:

1. Identify the two major political parties in the United States.
2. Explain the process of electing the leaders of our government.
3. Recognize that during election campaigns, candidates often criticize each other.

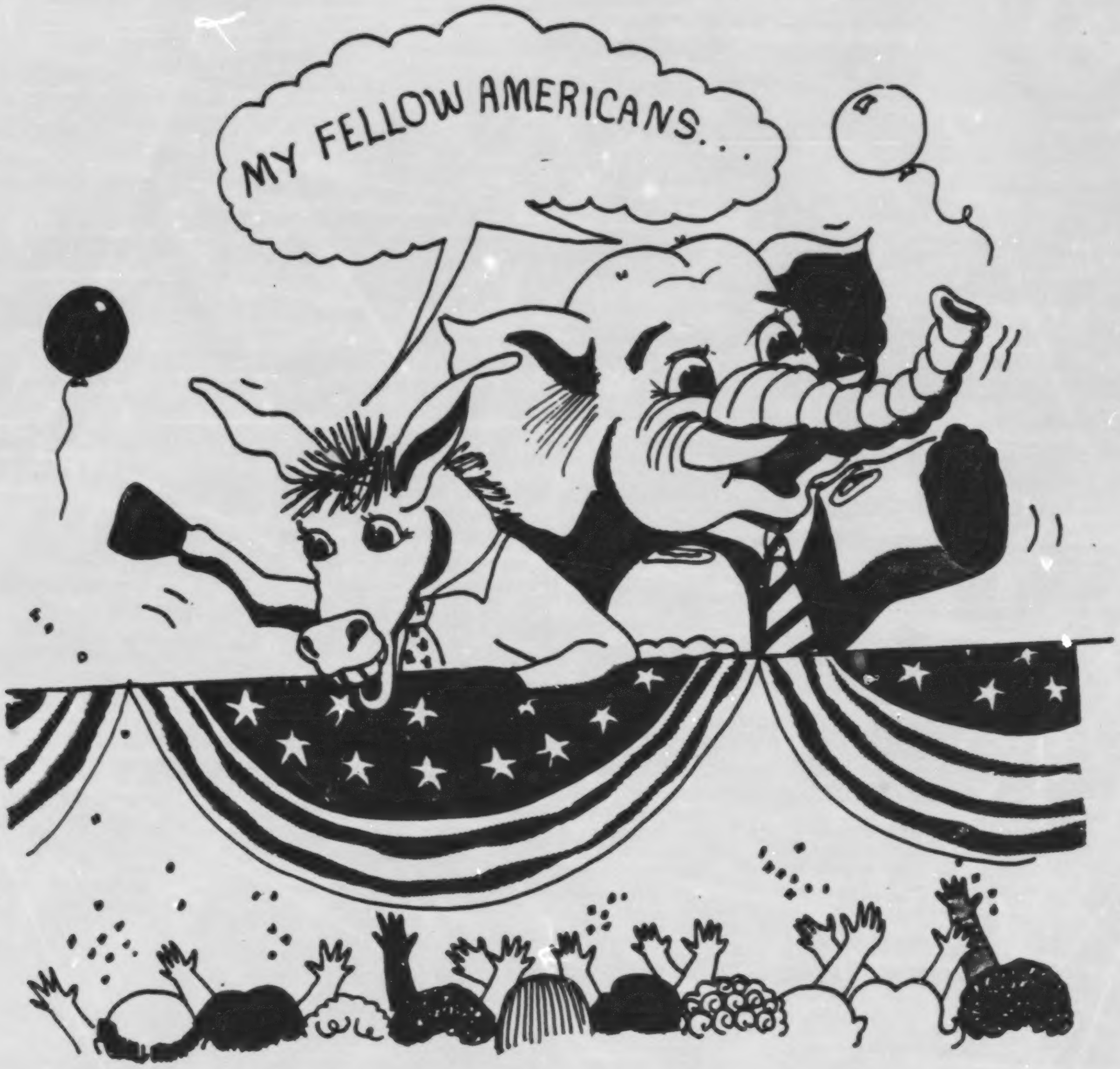
MATERIALS: I.C.E. glossary, pictures of party symbols. Optional filmstrip: *Why We Have Elections: The Kings of Snark* (Learning Corporation of America)

PROCEDURES:

1. Review the government leaders in office (mayor, governor, and president).
2. Using the glossary, define the terms elected, campaign, and criticisms.
3. Explain that in order for these people to get their jobs they must be elected. While being elected they usually belong to one of two major political parties—Democratic Party or Republican Party.
4. Define Democratic Party and Republican Party using the glossary.
5. Explain that while one runs for office one campaigns in order to collect votes. As a person campaigns he may hear and/or give criticisms. Use the glossary for a definition. Explain that after the election, the candidates are usually able to shake hands and agree to try to work together.
6. Have a mock election in your classroom. Divide the class into two main political parties and have them each select a candidate to run. Small groups can write campaign speeches using criticisms. The parties can use their party symbol.

Mini-Lesson 4
Reinforcement Activities

1. If available, show the filmstrip by Learning Corporation (*Why We Have Elections: The Kings of Snark*). Discuss what happened when the people had no ruler. Discuss what happened when the people didn't like their king. Why did the teacher win the election? What good qualities were the people looking for?
2. Have students research and find out the political party of their president, governor, and mayor.
3. A class survey can be conducted to find out how many of the students' parents are either a Republican or Democrat, or consider themselves "independents."


MY FELLOW AMERICANS...

MINI-LESSON 5

LESSON TOPIC: City and County Government

GRADE LEVEL: 3-4

CONCEPTS: City, county, community

TERMS: Mayor, city council, councilman, county commissioners, government

OBJECTIVES: The students will be able to:

1. Identify the governing body and leader of a city.
2. Identify the governing body of a county.
3. Explain the importance of a community.

MATERIALS: I.C.E. glossary, I.C.E. *Community Resource Directory;* newspaper; handouts "About You and Your Community," "Bar Graph of Councilmen," and "Government Leaders." Optional filmstrips include: *People Make Laws, Communities are People, People Help Each Other, Communities Help Each Other* (Learning Tree LT696 A, B, C, and D); *Facts & Issues Who's Who in Government* (League of Women Voters).

PROCEDURES:

1. Review the role of a mayor and the definitions of a city and a county.
2. Review the process of electing someone into office and show that both the city and county have groups of people who help make rules for their citizens to live by.
3. Define city council, councilman, and county commission using the glossary. Explain how these groups of people work to help the people of their community.
4. Have the class role play as county commissioners and councilmen and make up new rules for the classroom.
5. Invite either (or both) a councilman and a county commissioner to the classroom to describe his functions for the community.

Mini-Lesson 5
Reinforcement Activities

1. Have students work in small groups to create a model city. They should include in their plans the following: (a) the location—draw maps showing rivers, lakes, ocean, and other natural resources; (b) express needs of the community—high population, bridges to cross rivers, tunnels to go under oceans, etc.; (c) lay out possible jobs; (d) define leaders and what they'll need; and (e) include in plan houses, downtown, parks, streets, etc. The class can act out their city plan and role play the leaders and workers.
2. Using the newspaper the class can keep a file of events happening in their community involving city and county leaders.
3. The students can fill in the worksheet about their community in relation to themselves. Worksheet is provided.
4. Follow meetings of the city council by reading the newspaper. Save these and watch decisions that are made. Discuss how decisions affect the students.
5. Have students make a bar graph indicating the number of councilmen in each of the 10 cities of Fulton County. Worksheet is provided.
6. Have students create a map of their own city using symbols. (You may need to break it down and have students make a map of their neighborhood.) Show these maps one at a time. Let students describe how to get to certain spots in their city using their map.

7. Using the *Facts & Issues Who's Who in Government* if available have students fill in the charts of government leaders. Worksheet is provided.
8. If available, show filmstrips on the community by Learning Tree (LT695 A, B, C, and D). Have students discuss ways the community is helpful to its citizens. Have students discuss what makes up a community. (*People Make Laws, Communities Are People, People Help Each Other,* and *Communities Help Each Other.*)

About You and Your Community

1. My name is ______________________________.
2. I am ________ years old.
3. The name of my community is ______________________________.
4. It is in the state of ______________________________.
5. The population of my community is about ____________________.
6. The surrounding counties are ______________, ______________, ____________, and ______________________________.
7. Some public buildings in my community are ___________, ___________, and ___________.
8. Some of the jobs in my community are ____________, ____________, ______________, and ______________.
9. The main forms of transportation are ____________ and ____________.
10. Some of the things that are fun to do in my community are __________, ______________, and ______________.
11. Some interesting things about my community are: ________________
____
____
____
____
____
____
____
____
____
____

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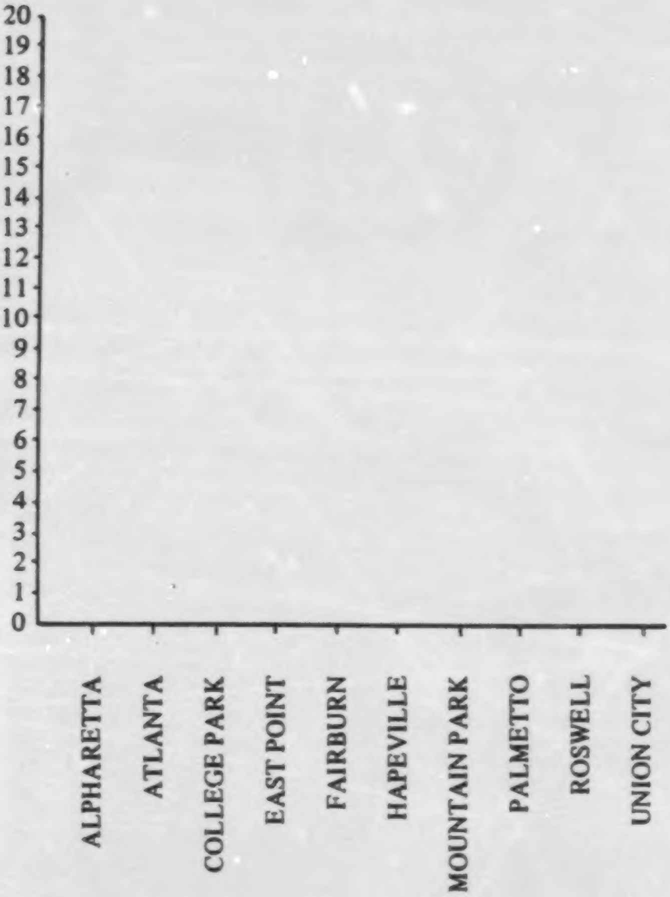
BAR GRAPH OF COUNCILMEN

Fill in the graph below using bars to indicate the number of councilmen in each of the 10 cities in Fulton County. The cities and their councilmen numbers are given below.

Alpharetta	6	Hapeville	4
Atlanta	19	Mountain Park	5
College Park	6	Palmetto	6
East Point	8	Roswell	6
Fairburn	6	Union City	4

COUNCILMEN OF FULTON COUNTY



GOVERNMENT LEADERS

	MAYOR	COUNCILMAN	COUNTY COMMISSIONER
Name of person(s) holding office			
Job qualifications			
Salary			
Term of office			
Job descriptions			

250

MINI-LESSON 6

LESSON TOPIC: Services from Government

GRADE LEVEL: 3-4

CONCEPTS: Government, services

TERMS: Tax, volunteers

OBJECTIVES: The students will be able to:

1. List at least two services they receive from the city government.
2. List at least two services they receive from the state government.
3. List at least two services they receive from the federal government.
4. Explain how taxes pay for some services.
5. Explain that volunteers provide some services.

MATERIALS: I.C.E. glossary; cash register receipts; handout "Citizens and Their Government"; handout "How Each State Tax Dollar Serves People"; I.C.E. *Community Resource Directory;* Community Jobs Game Cards; handout "Taxes and My Community"; Goods and Services Game Cards; handout "Goods and Services"; I.C.E. slides; magazines; City, State, and Federal Services Game Cards; newspapers; telephone directory; handout "Government Services." Optional filmstrips include: *The Police, The Firefighters, Medical Technicians,* and *Other Community Services* (Learning Tree LT551 A, B, C, and D); *Why We Have Taxes: The Town That Had No Policemen* (Learning Corp. of America).

PROCEDURES:

1. Review the definitions and name the students' city, county, state, and country.
2. Using the glossary define services.
3. Brainstorm and have the class list services that they use daily (bus ride to school, eating lunch at school, etc.) Ask where does the money come from to pay for these.
4. Using various cash register receipts show how a tax is added to the cost of what we buy. Define tax using the glossary. Explain that tax money is used to pay for services we use. Show handout "How Each State Tax Dollar Serves People" and explain that this shows how Georgia state government uses tax money. Discuss a pie graph and show students how to use one.
5. Give examples of services from the city, state, and federal government. List these in three columns. Brainstorm with the class and list as many services as possible.
6. Put all the services down on strips of paper and in a container. Have each child draw a strip and tell if the service is paid for by the city, state or federal government.
7. Using the glossary define volunteer and give examples of some. Show that volunteerism is a way of providing services.
8. Have two or three community volunteers come in and explain to the class their services.

Mini-Lesson 6
Reinforcement Activities

1. Charades. Pass out five cards to five students. On each, print a job of a community member. Have other students guess the jobs. Brainstorm other jobs within the community.

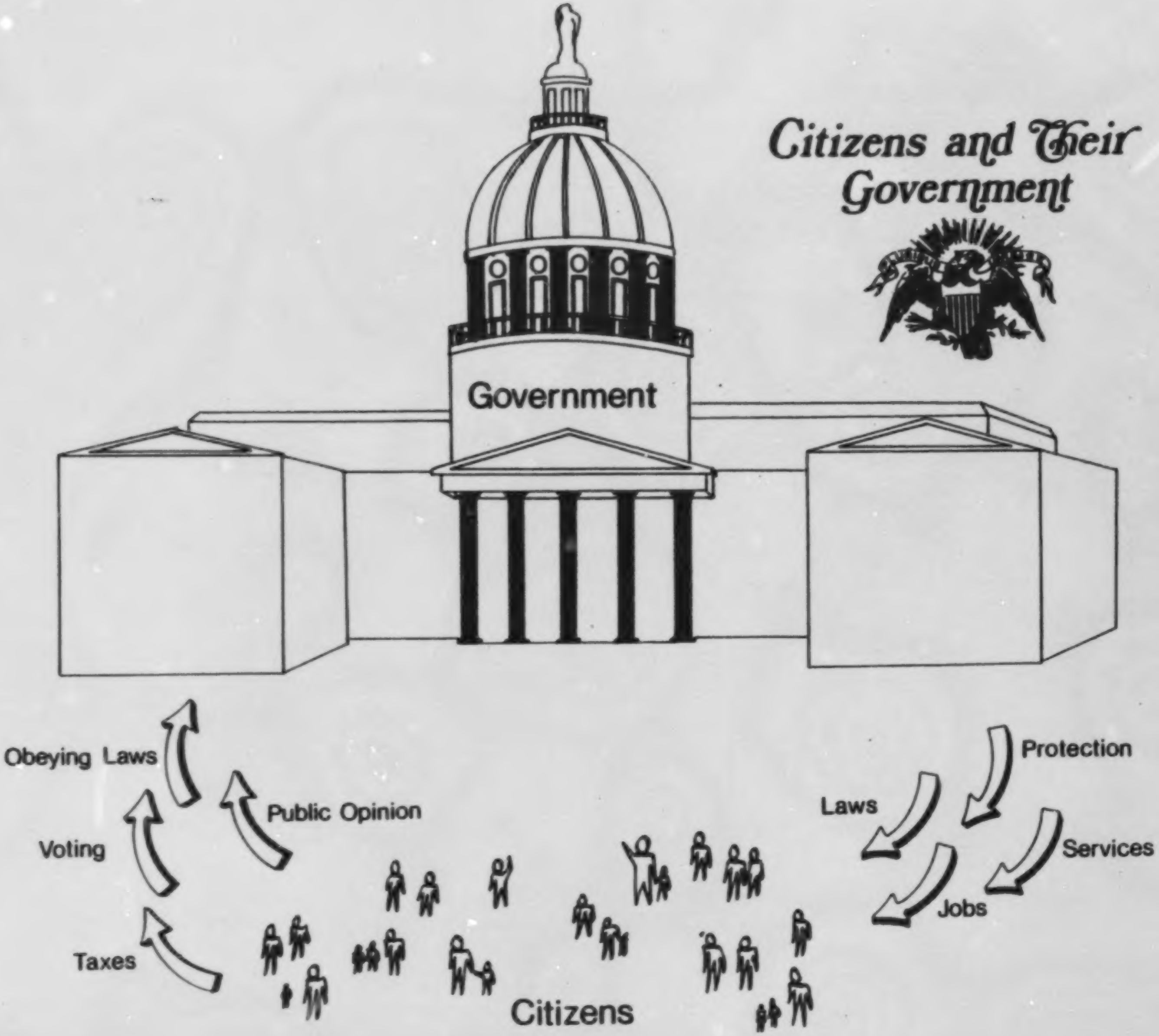
2. After discussion on what taxes are, fill in worksheet on what taxes pay for. Give examples of where tax money comes from—cigarettes, gasoline, and parking meters. Worksheet provided.
3. Match service with community job person. Game cards are included.
4. Sort the goods and services cards. Afterwards list the good or service that person provides. Worksheet and game cards are included.
5. Have students write a letter to someone in another city or state, trying to get them to come and visit the students' community. Have them include points of interest, sights, services, weather, and other features of their community.
6. If available, show filmstrips *The Police, Firefighters, Medical Technicians,* and *Other Community Services* (LT551 A, B, C, and D) by Learning Tree. Discuss and list the services from the city.
7. Show I.C.E. slides and discuss how the students could use these services. Have students categorize the services into groups of:

Services children could use	Services parents could use	Services pets could use

8. Students can create a collage of jobs in their community using magazine pictures.
9. Invite a senior citizen into the classroom to describe the services he had as a young person in his community. (Ice man, milk man, trolley driver, etc.).
10. Sort services from the city, state, and federal government. Game cards are included.
11. Collect newspaper articles showing how taxes are put to work. Make a scrap book of these.
12. Make a word collage with the services their city provides.

13. Using the local phone directory, locate the services of their county, state, and federal government. Question sheet is provided.
14. If available, show filmstrips about taxes by the Learning Corp. of America. (*Why We Have Taxes: The Town That Had No Policemen*). Discuss how the town was better after they got a policeman. Discuss how the policeman was paid.

Citizens and Their Government


Government
Obeying Laws
Voting
Public Opinion
Taxes
Protection
Laws
Services
Jobs
Citizens

TAXES AND MY COMMUNITY

Note: *Citizens have to pay taxes on many items to help pay for the cost of our city, county, state, and federal governments. In turn, these taxes go to pay for many services that we receive. In the following activities, check "yes" or "no" to indicate the correct answer.*

I. What My Family Pays Taxes On

	Yes	*No*
Gasoline	____	____
Recess	____	____
Food & Groceries	____	____
Car	____	____
Parent's Salary	____	____
Watching TV	____	____
Friends	____	____
Things We Buy	____	____
Air	____	____

II. What Do Taxes Pay For?

	Yes	*No*		*Yes*	*No*
Roads	____	____	Candy	____	____
Clothes	____	____	Police	____	____
Television	____	____	Newspaper	____	____
Teachers	____	____	Churches	____	____
Army and Navy	____	____	Atlanta Braves	____	____
School	____	____	Hotels	____	____

KEY

TAXES AND MY COMMUNITY

Note: Citizens have to pay taxes on many items to help pay for the cost of our city, county, state, and federal governments. In turn, these taxes go to pay for many services that we receive. In the following activities, check "yes" or "no" to indicate the correct answer.

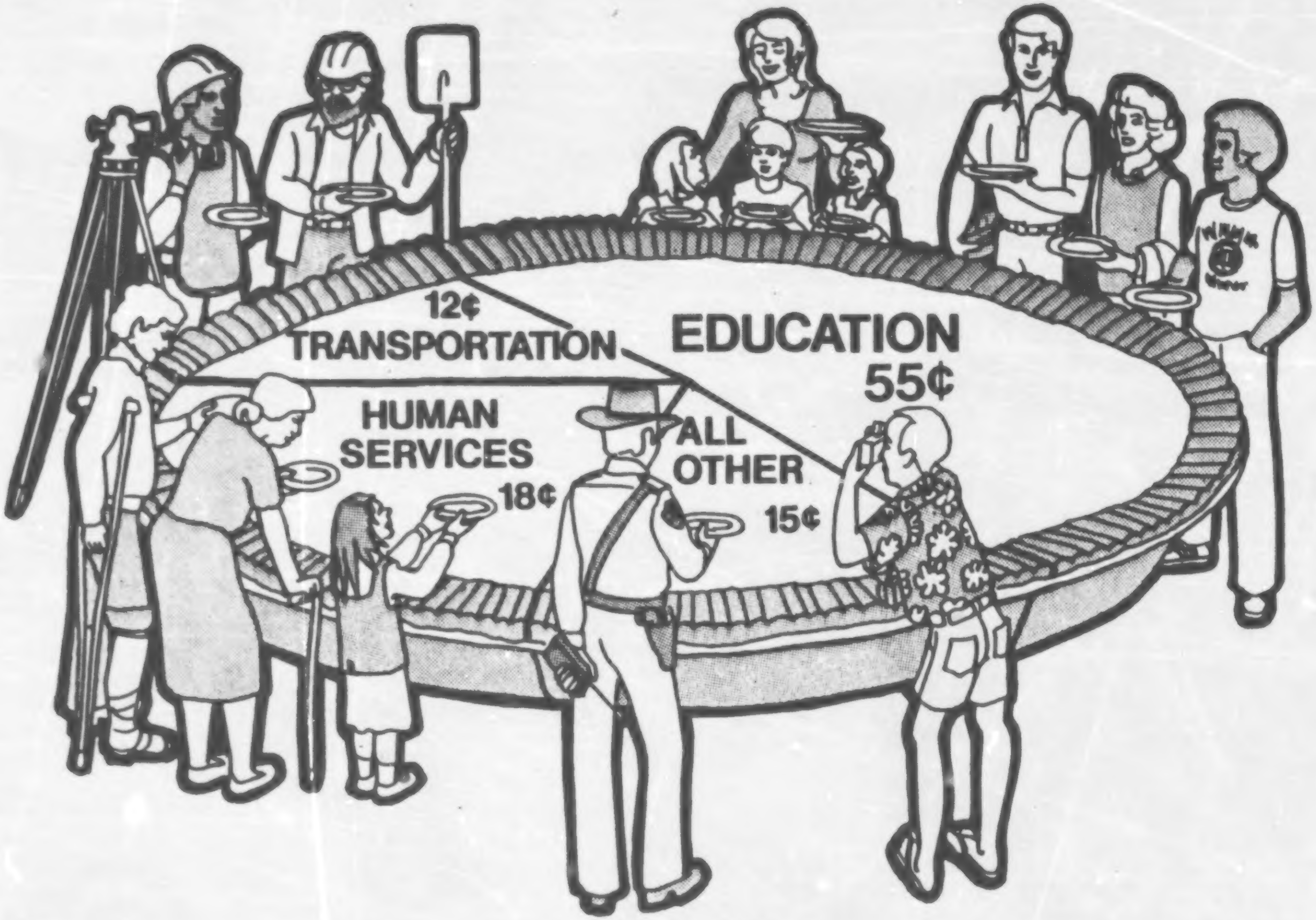
I. What My Family Pays Taxes On

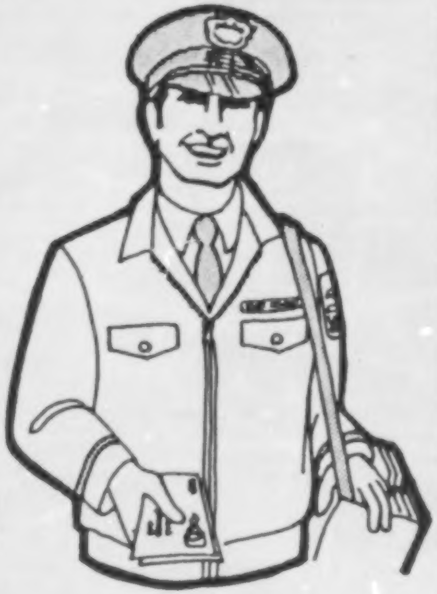
	Yes	*No*
Gasoline	X	
Recess		X
Food & Groceries	X	
Car	X	
Parent's Salary	X	
Watching TV		X
Friends		X
Things We Buy	X	
Air		X

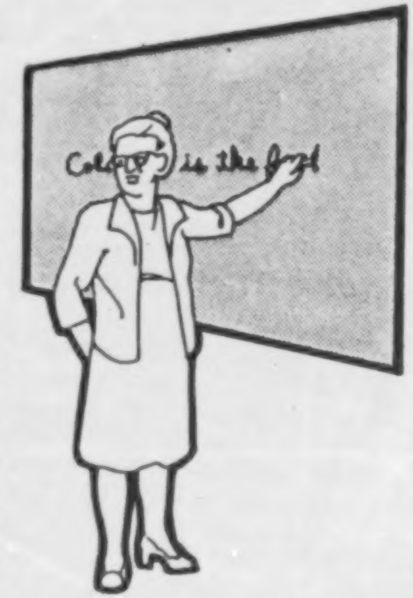
II. What Do Taxes Pay For?

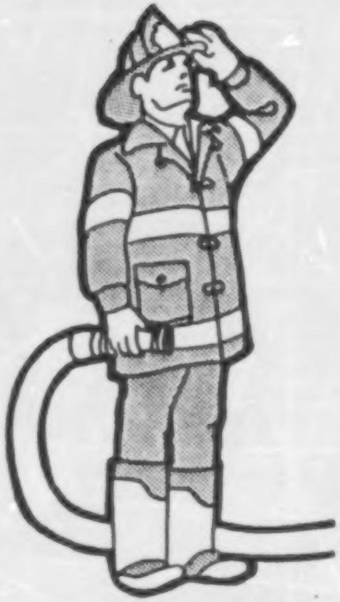
	Yes	*No*		*Yes*	*No*
Roads	X		Candy		X
Clothes		X	Police	X	
Television		X	Newspaper		X
Teachers	X		Churches		X
Army and Navy	X		Atlanta Braves		X
School	X		Hotels		X

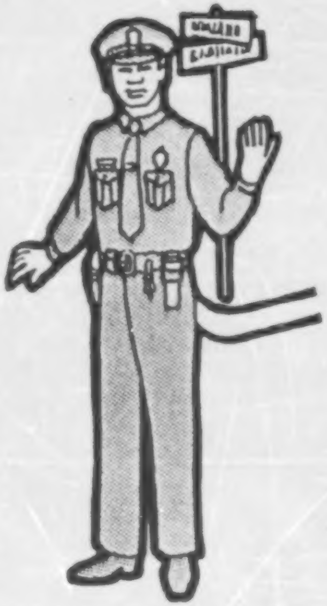
HOW EACH STATE TAX DOLLAR SERVES PEOPLE

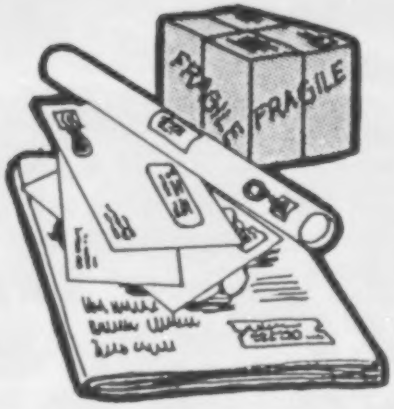








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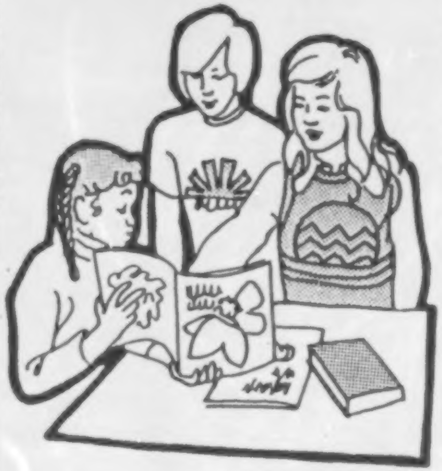

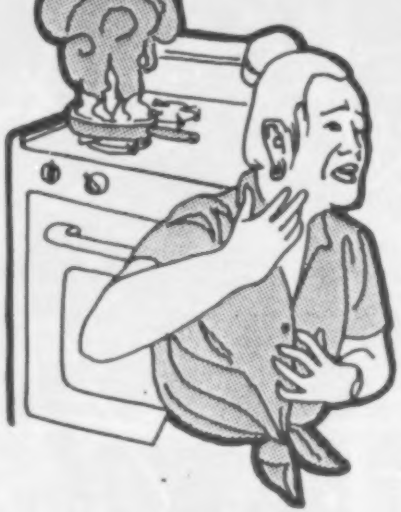

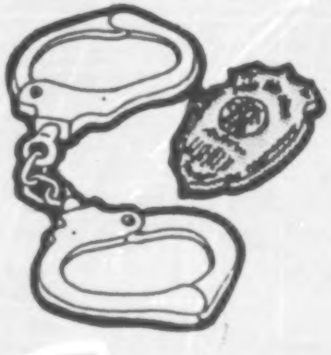

Mini lesson 6
Reinforcement Activity 3

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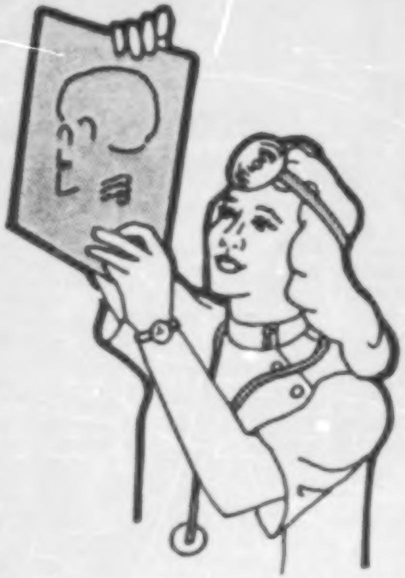

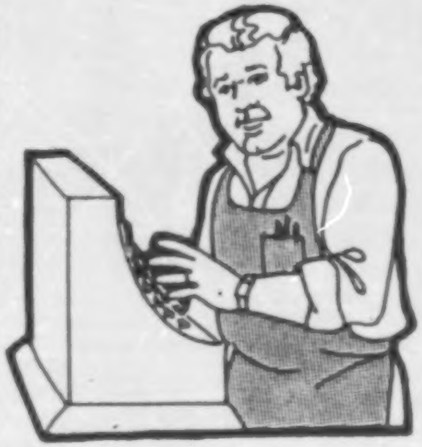

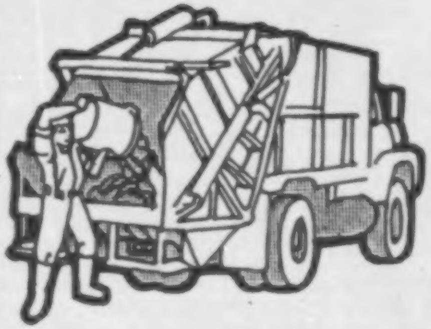

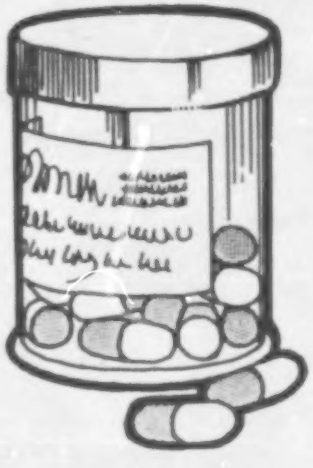

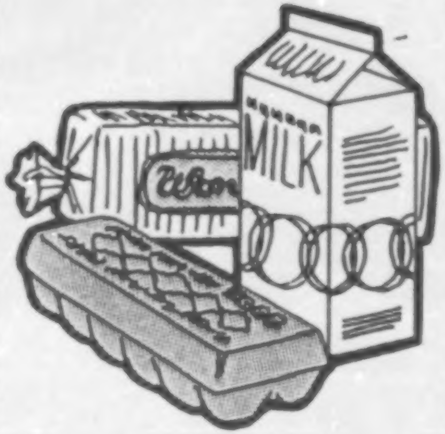
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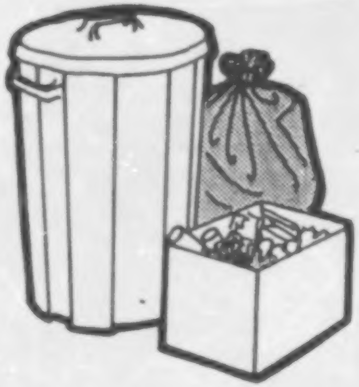

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Reinforcement Activity 3

GOODS AND SERVICES

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Mini-Lesson 6, Reinforcement 4

Goods

Services

GAME CARDS

VIOLIN TEACHER

DRESS MAKER

STREET CLEANER

CARPENTER

BUS DRIVER

POLICEMAN

TEACHER

MAILMAN

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Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

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Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
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Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

FARMER	TELEPHONE OPERATOR
ARTIST	BAKER
ACTOR	DOCTOR
MINISTER	FIREMAN

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Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

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Mini lesson 6
Reinforcement Activity 4

GOODS AND SERVICES

Sort cards according to whether the person provides a "good" or "service." Indicate what good or service that person provides

GOODS	*SERVICES*

Sort the goods and services cards. List the goods that the people provide. List the services that the people provide. Check your sorting with the list below.

GOODS	SERVICES
	fireman
farmer	doctor
baker	minister
artist	bus driver
carpenter	actor
dress maker	mailman
	street cleaner
	policeman
	violin teacher
	teacher
	telephone operator

CITY, STATE, AND FEDERAL SERVICES

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Mini-Lesson 6, Reinforcement 10

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City

CITY, STATE, AND FEDERAL SERVICES

Mini-Lesson 6, Reinforcement 10

(Cut out on dotted line, and fold on solid line)

State

CITY, STATE, AND FEDERAL SERVICES

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Mini-Lesson 6, Reinforcement 10

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Federal

I PROTECT YOUR ENVIRONMENT

I PROTECT YOUR ENVIRONMENT

I PROVIDE PARKS AND RECREATIONAL AREAS

I WATCH FOR FOREST FIRES

I PROVIDE YOUR LOCAL LIBRARY

I PROVIDE PARKS AND RECREATIONAL AREAS

I PROVIDE YOUR ZOO

I PROVIDE HIGHWAYS

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
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Reinforcement 10

Mini lesson 6
Reinforcement 10

GAME CARDS

I PROVIDE POLICEMEN

I PROVIDE OUR LARGE PRISONS

I PROVIDE PARKS AND RECREATIONAL AREAS

I PROVIDE FIREMEN

I PROVIDE MOST OF THE MONEY FOR YOUR SCHOOLS

I ASSIST PEOPLE WHO NEED HELP

I PROVIDE THE ARMY

I PRINT MONEY

Mini lesson 6
Reinforcement 10

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Reinforcement 10

Mini lesson 6
Reinforcement 10

I FIX CITY ROADS

I PROVIDE POST OFFICE SERVICES

I ASSIST PEOPLE WHO NEED HELP

I ASSIST PEOPLE WHO NEED HELP

282

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

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GOVERNMENT SERVICES

Using your local telephone directory, look under "Government" in the Yellow Pages and find which government provides the following services. Use city, state, county, or federal government for your answers.

1. Who provides the post office? ____________________

2. Who provides the Army? ____________________

3. Does the city have a parks and recreation department? ____________________

4. Who provides police service? ____________________

5. Who provides the national guard? ____________________

6. Who provides the highway department? ____________________

7. Who provides the local jail? ____________________

8. Who provides Grady Hospital? ____________________

9. Who provides bus service? ____________________

10. Who provides garbage and sanitation collection? ____________________

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KEY

GOVERNMENT SERVICES

Using your local telephone directory, look under "Government" in the Yellow Pages and find which government provides the following services. Use city, state, county, or federal government for your answers.

1. Who provides the post office? Federal government

2. Who provides the Army? Federal government

3. Does the city have a parks and recreation department? Yes (for most cities)

4. Who provides police service? City (some counties also provide police)

5. Who provides the national guard? State government

6. Who provides the highway department? State government

7. Who provides the local jail? City government usually

8. Who provides Grady Hospital? Provided by Fulton-DeKalb County Hospital Authority

9. Who provides bus service? Provided by MARTA--a special authority for Fulton & Dekalb County residents.

10. Who provides garbage and sanitation collection? City government

MINI-LESSON 7

LESSON TOPIC: Our Judicial System at Work

GRADE LEVEL: 3-4

CONCEPTS: Judicial system

TERMS: Judge, jury, trial, crime, commit, arrest, court

OBJECTIVES: The students will be able to:

1. Define crime and give examples of criminal acts.
2. Explain what happens when one commits a crime and is caught.
3. Participate in a classroom mock trial with a judge and jury.

MATERIALS: I.C.E. glossary; I.C.E. *Community Resource Directory;* Rules and Laws Game Cards; handout "Matching." Optional filmstrips include: *Vandalism, Stealing, Lying, and Hurting People* (4 filmstrips: *Wrecking Things, Lying and Cheating, Taking Things,* and *Hurting People*) (Learning Tree LT803); *Understanding the Law* (4 filmstrips: *A Safe Society; Where Laws Come From; Judges, Lawyers, and Police;* and *You and the Law*) (Learning Tree, LT941).

PROCEDURES:

1. Have students list school and classroom rules and the punishment (if known) for breaking each rule. Have students propose what they feel would be appropriate punishments for breaking each rule.
2. Have students list rules in the school that they have seen broken.
3. Ask students why they think we have punishments for breaking rules. Discuss such reasons as: (1) to serve as an example so others won't break the rules, (2) to punish–or get back at–the person who broke the rule, (3) to make the classroom a place where students can learn without noise or disorder, or (4) to change (rehabilitate) the rule breaker. Ask students which reason is most important.
4. Define crime using the glossary. Give examples of criminal acts, particularly those committed by children.
5. Have guest speaker (police officer) explain what happens to offenders.
6. Diagram the steps and define the people involved using the glossary.
7. Discuss how guilt or innocence was determined in medieval times (trial by ordeal or trial by fate). Discuss how guilt must be proven today and the role of our courts.
8. Have a mock trial in the room with students acting in all roles–defendant, judge, jury, police officer, jail keeper, and lawyer. Set up a court in the classroom.
9. Have students list reasons why not to commit a crime.

Mini-Lesson 7
Reforcement Activities

1. Distinguish between rules and laws. Have students play sorting game. Game cards are included.
2. Have attorney visit classroom and explain to the class consequences of committing a crime.

3. If available, show series of four filmstrips by Learning Tree called *Vandalism, Stealing, Lying, and Hurting People.* Conduct a discussion with the following points being raised:
   - (a) How does vandalism of schools affect *all* the students?
   - (b) List reasons why shoplifting is bad.
   - (c) Give reasons why people lie.
   - (d) Give examples of behavior which shows a lack of concern for the feelings of others.
4. Have students draw one of the following situations and describe what they feel should happen to the offender.
   - (a) Someone just threw a rock through a school window.
   - (b) Someone left litter from a picnic on park grounds.
   - (c) Someone painted over a traffic sign.
   - (d) Someone borrowed someone else's bicycle without permission.
   - (e) Someone shoplifted a candy bar.
   - (f) Someone blamed someone else for something they did.
   - (g) Copied someone else's homework.
   - (h) Someone made fun of a shy student.
5. Have students match the jobs of people involved in criminal proceedings. Worksheet is provided. The answers are as follows: 1-d, 2-a, 3-e, 4-f, 5-c, 6-b.

MATCHING

Match the jobs with the person's title.

_____1. The person who keeps order in a court and makes sure everyone in court is treated fairly.

_____2. The person who helps to make laws.

_____3. If you have been charged with a crime, the person who argues for you in court.

_____4. The person who makes sure the criminal stays in jail.

_____5. The person who committed the crime.

_____6. A group of people who together decide if a criminal is guilty or not after a trial.

a. LEGISLATOR

b. JURY

c. CRIMINAL

d. JUDGE

e. LAWYER

f. JAIL KEEPER

g. POLICE OFFICER

RULES AND LAWS

Mini-Lesson 7, Reinforcement 1

(Cut out on dotted line, and fold on solid line)

Laws

(Cut out on dotted line, and fold on solid line)

Rules

DON'T DRIVE YOUR CAR AT NIGHT WITHOUT YOUR LIGHTS ON

YOU MUST TALK QUIETLY IN THE CLASSROOM

DON'T KILL ANYONE

YOU CAN'T STAY UP PAST 9:00 P.M.

BE NICE TO OTHERS

YOU MAY NOT TAKE ANYTHING FROM A STORE WITHOUT PAYING FOR IT

WALK IN THE HALLWAYS

KEEP YOUR BEDROOM NEAT

RULES AND LAWS GAME CARDS

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

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Mini lesson 7
Reinforcement Activity 1

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DON'T DRIVE OVER 55 MPH

DON'T LITTER THE PUBLIC PARKS
OR HIGHWAYS

TELL YOUR PARENTS BEFORE
GOING OUTSIDE

DON'T STEAL MONEY FROM A BANK

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

MINI-LESSON 8

LESSON TOPIC: Laws

GRADE LEVEL: 3-4

CONCEPTS: Protection, law

TERMS: Legislator, regulate, Congressman

OBJECTIVES: The students will be able to:

1. Identify what a law is.
2. Give at least two reasons for having laws including protection and regulation.
3. Identify the people who help to make laws and how they are chosen.

MATERIALS: I.C.E. glossary, copies of city and state laws , handout "How Laws Are Made."

PROCEDURES:

1. Review why laws are important and list some we obey daily (e.g., being in school, 180-day school year, speed limits, etc.) or some that affect us (e.g., laws regulating who can be a teacher or doctor, laws protecting our health and safety, etc.).
2. Discuss why those laws are written including the reasons for regulation and protection. Discuss how laws that regulate do so for our protection.
3. Using the glossary, define legislator and Congressman. Explain that these are the people who write laws for us to follow.
4. Diagram the process a law goes through before being passed.
5. Have a class election for legislators and allow them to make laws for a day. Have the students walk through the lawmaking process.
6. Review some city laws and state laws that are in existence today that directly affect children. List these. Have students list laws they feel should be added and send them to their legislators. (This activity would work best with students of above average ability.)

EDUCATION—COMPULSORY SCHOOL ATTENDANCE LAW AMENDED.

No. 133 (House Bill No. 634).

An Act to amend an Act providing for compulsory school attendance, approved March 8, 1945 (Ga. L. 1945, p. 343), as amended by an Act approved February 26, 1957 (Ga. L. 1957, p. 168), an Act approved March 21, 1958 (Ga. L. 1958, p. 231), and an Act approved April 25, 1969 (Ga. L. 1969, p. 682), so as to require children to enroll and attend a public or private school; to repeal conflicting laws, and for other purposes.

Be it enacted by the General Assembly of Georgia:

Section 1. An Act providing for compulsory school attendance, approved March 8, 1945 (Ga. L. 1945, p. 343), as amended by an Act approved February 26, 1957 (Ga. L. 1957, p. 168), an Act approved March 21, 1958 (Ga. L. 1958, p. 231), and an Act approved April 25, 1969 (Ga. L. 1969, p. 682), is hereby amended by striking section 1 in its entirety and substituting in lieu thereof the following:

"Section 1. Every parent, guardian, or other person residing within the State of Georgia having control or charge of any child or children between their seventh and sixteenth birthdays, shall enroll and send such child or children to a public or private school, and such child shall be responsible for enrolling and attending a public or private school under such penalty for non-compliance herewith as is hereinafter provided, unless his failure to enroll and attend is caused by his parent, guardian, or other person, in which case the parent, guardian or other person alone shall be responsible. Provided, however, tests and physical exams for military service and National Guard shall be excused absences and such other absences as may be approved by the State Board of Education or the local board of education."

Section 2. All laws and parts of laws in conflict with this Act are hereby repealed.

Approved March 29, 1971.

45-202. Nongame Species. Except as otherwise provided by law or rule or regulation, it shall be unlawful to hunt, trap, fish, take, possess or transport any nongame species of wildlife except that the following species may be taken to protect crops or livestock, to prevent personal injury, to obtain fish bait or to gather food: rats, mice, groundhogs, beaver, freshwater turtles, poisonous snakes, frogs, spring lizards, fiddler crabs, freshwater crayfish and freshwater mussels.

45-203. Penalty for Possessing or Making Use of Wildlife Unlawfully Taken by Another. (a) It shall be unlawful for any person to make use of or possess any wildlife or parts thereof which he knows or reasonably should have known has been taken or possessed contrary to any of the wildlife laws, rules and regulations.

(b) It shall also be unlawful for any person to conceal the taking or possession of wildlife by any person, whether by accident or otherwise, which that person knows, or reasonably should have known, has been taken or possessed illegally.

45-204. Mistake as to Nature of Wildlife. In any prosecution for the violation of any of the provisions of the wildlife laws, it shall not be a defense that the person taking, possessing, selling, transporting or storing wildlife was mistaken as to the species, sex, age, size, or any other fact regarding such wildlife or that such person lacked criminal intent, it being one of the purposes of the wildlife laws to penalize recklessness resulting in the violation of the wildlife laws.

45-205. Purchase and Sale of Game Species Prohibited. Except as otherwise specifically provided, it shall be unlawful for any person in this State to sell or to purchase any game species or parts thereof. Provided, however, authorized personnel of the Department and of any federal agency may buy such game species or parts thereof for the sole purpose of obtaining evidence of violations of the wildlife laws and regulations.

45-206. Unlawful to Hire Another to Take Wildlife Contrary to Law. It shall be unlawful for any person to hire another to take or possess wildlife in violation of the wildlife laws, rules and regulations.

45-207. Disturbing Dens, Holes or Homes of Wildlife. Except as otherwise provided by law or regulation, it shall be unlawful to disturb, mutilate or destroy the dens, holes or homes of any wildlife, to blind wildlife with lights or to use explosives, chemicals, electrical or mechanical devices or smokers of any kind in order to drive such wildlife out of such habitats.

Sec. 7-17. Pet shops; permit requirements.

(a) *Generally.* Operators, owners or managers of pet shops shall obtain permits therefor. Application for a permit shall be made to the mayor and board of aldermen, giving the name of the owner or manager, the location of the shop and the kind or class of animals to be handled and stating whether a prior permit has been granted.

(b) *Action on application.* The application shall be referred to the police committee, which, after investigating, shall report to the mayor and board of aldermen for or against the granting of a permit, and the mayor and board of aldermen shall make final determination thereon.

(c) *Scope of provisions.* Dogs, cats, rabbits, guinea pigs, canaries, peafowls, monkeys, pigeons, chickens, parrots and goats are among the animals and fowl included within the purview of this section, but the enumeration is not exclusive. (Code 1953, § 3.18)

Sec. 7-8. Tethering animals to shade tree, lamp post, fence; allowing animals to injure shade trees.

No person shall fasten any horse or other animal to any shade tree, lamp post or fence within the city limits, or in the parks, or fasten or leave such animal close enough to injure any shade tree therein. Any violation of this section shall be punished as provided in section 1-9 of this Code, and the police shall in every case seize the animal and retain it until the fine and costs are paid. (Code 1953, § 3.10)

Sec. 7-6. Leaving teams in streets unguarded or unhitched.

It shall be unlawful for the driver or person in charge of any horse or mule team, attached or unattached to any vehicle, to leave such animal in the street unhitched or without some person in immediate charge thereof. (Code 1953, § 3.7)

Sec. 7-11. Animals at airport.

It shall be unlawful for any person to carry any dog or other animal into the airport terminal building or any other building at the airport without a written permit from the airport manager. (Code 1953, § 3.28)

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Sec. 7-13. Keeping hoofed animals within seventy-five feet of businesses or residences, prohibited.

It shall be unlawful for any person to keep cows, goats or other hoofed animals in a pen or lot within seventy-five feet of any residence, other than the residence of the livestock owner, or within seventy-five feet of any business establishment which is regularly used by large numbers of people. (Code 1953, § 3.13)

Sec. 7-14. Private stables; location restricted.

It shall be unlawful for any person to erect or use a private stable nearer than seventy-five feet to any residence or place of business, without the consent of the owner and occupant of such adjacent residence or place of business. (Code 1953, § 3.15)

Charter reference—Regulation of private stables, § 7.1.49.

Sec. 7-21. Cruelty to animals.

It shall be unlawful for any person to overload, cruelly treat, maim, bruise, deprive of necessary sustenance, ill use or in any manner whatsoever torture or abuse any animal. (Code 1953, § 3.11)

Cross reference—Protection of animals in Grant Park, § 22-22.

State law reference—Cruelty to animals, Ga. Code, §§ 26-702 to 26-704.

Sec. 7-7. Sale of livestock on streets prohibited.

It shall be unlawful for any person to lead or carry about or have livestock of any description upon the streets of the city for the purpose of sale upon such streets. (Code 1953, § 3.6)

Sec. 7-41. Dogs prohibited in Grant Park.

It shall be unlawful for any person to permit his dog within the limits of Grant Park. (Code 1953, § 3.32)

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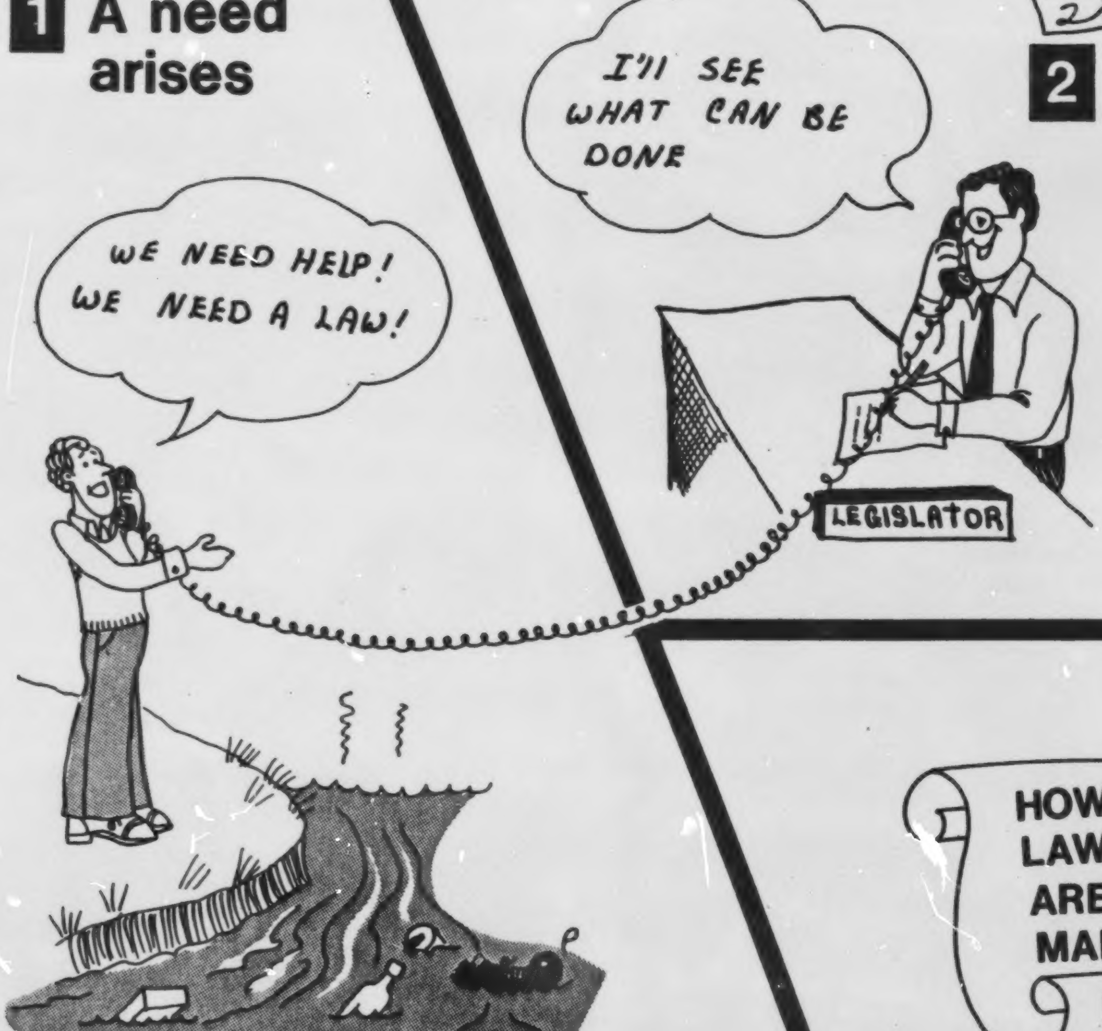
1

1 A need arises

2

2 A new law... called a "Bill" is proposed

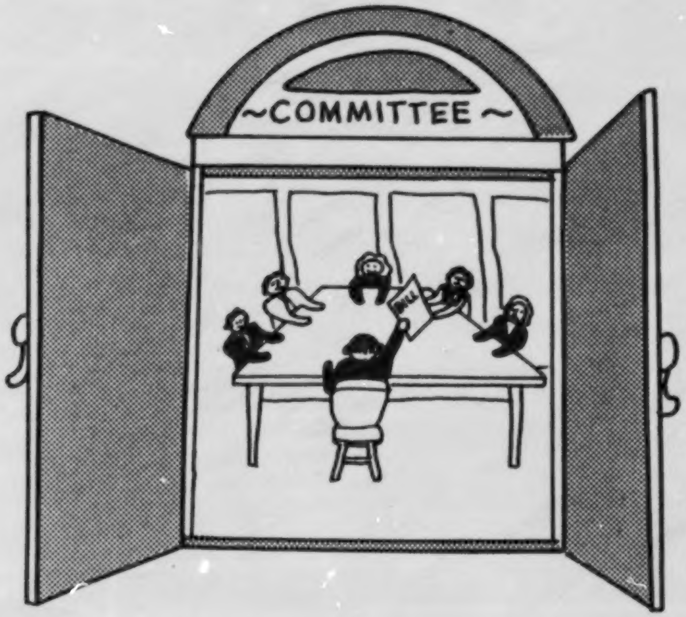

WE NEED HELP! WE NEED A LAW!
I'll SEE WHAT CAN BE DONE
LEGISLATOR

HOW
LAWS
ARE
MADE

Page 1

3

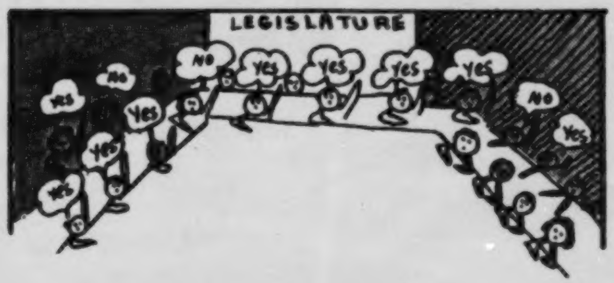
3 The bill is studied in a committee. If the committee thinks the bill is needed,


~COMMITTEE~
BILL

HOW
LAWS
ARE
MADE
Page 2

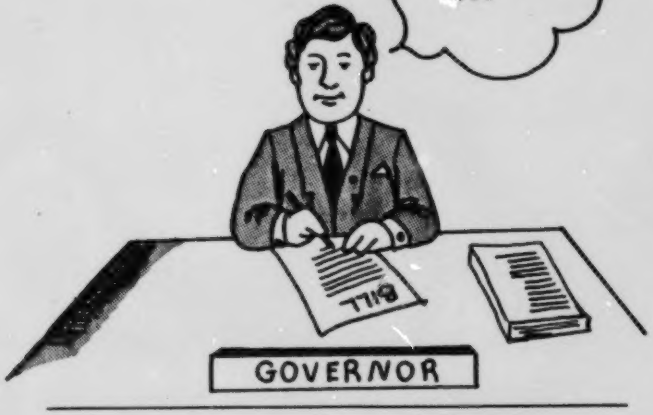
4

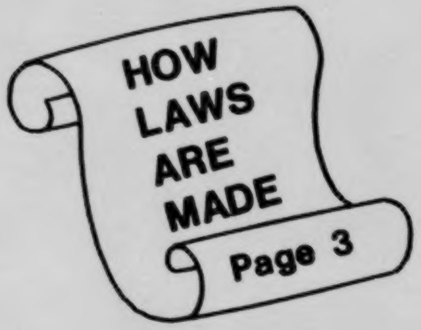
4 All legislators vote whether to pass the bill. If passed, the bill is then sent to the Governor, who...


LEGISLATURE
YES
NO
YES
YES
YES
NO
YES
YES
YES
YES
NO
YES

5

5 must approve the bill.
If approved by the Governor, ...

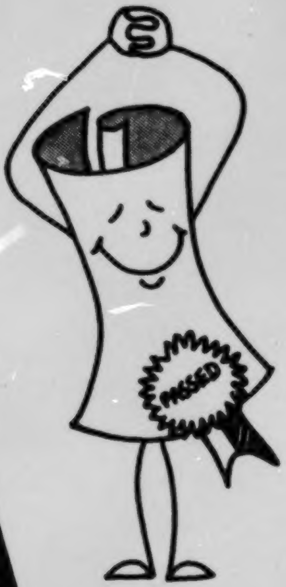

OK
BILL
GOVERNOR


HOW
LAWS
ARE
MADE
Page 3

6

6

The bill becomes a law.



MINI-LESSON 9

LESSON TOPIC: Natural Resources

GRADE LEVEL: 3-4

CONCEPTS: Natural resources, protection

TERMS: Man-made goods, products, government, environment

OBJECTIVES: The students will be able to:

1. Identify three natural resources.
2. Show ways government provides protection for these natural resources.

MATERIALS: I.C.E. glossary, paper, magazines, encyclopedia, Physiographic Diagram of Georgia. Optional filmstrips include: *The Air, The Land, The Water,* and *Things That Grow* (Learning Tree LT436A, B, C, and D).

PROCEDURES:

1. Discuss and list with the class things they used that morning before lunch:
   Example:

   bus
   toothpaste
   comb
   brush
   clothes
   books
   paper
   pencil
   desk
   soap
   carpet
   cereal
   milk
   juice
   bicycle
   money

   Explain that all those "things" are "goods" or "products"–that is, something made from either natural resources (e.g., minerals, wood, etc.) or man-made resources (e.g., glass, plastic, chemicals, etc.).

2. Explain that there are special resources that are *not* man-made called natural resources. We need these to live. These include land, air and water. Have the students list the things they used that morning that were made from natural resources.

3. Define government using the glossary. Discuss that one very important job of the government is to protect these natural resources. Ask the class for reasons why protection is very important. List these. Discuss the role government is playing in trying to conserve our energy resources (e.g., 55 mph speed limits, letting gas prices rise, encouraging insulation in homes, etc.).

4. Give examples of how the government and citizens help to protect resources. List these.

Resource	What Government Does to Protect the Resource	What the Citizen Can Do
Water Air Land Forest		

5. Have the students write a story on what it would be like if the government did not protect one of the natural resources. Draw a picture to go with it.

6. Discuss the concept of "environment" as including everything around each of us–the air, trees, animals, and all other things.

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Mini-Lesson 9
Reinforcement Activities

1. The class can try a pollution experiment testing the dirt in the air. Place two clear containers of water on the window sill. Cover one with clear plastic covering. Watch daily for changes with the exposed cup of water.
2. The students can draw the most offensive pollutions to them. Have them write a story explaining why that particular pollution bothers them.
3. Take a walking field trip around the school grounds taking note of *natural landscape and man-made landscape.* List these upon returning to the room. (For alphabetizing skills the students can put the resources in alphabetical order.)
4. Have students cut out goods and natural resources from magazines. Have students sort and classify these pictures.
5. If available, show filmstrips showing natural resources and how important they are (such as the Learning Tree set, LT436A, B, C, and D. *The Land, The Air, The Water,* and *Things That Grow*). Afterwards discuss what would happen if we did not take care of these resources. Discuss ways that we could protect these resources.
6. Make a map of the state showing some of Georgia's important natural resources.
   Use an encyclopedia–under "Georgia"–to find the location of these resources.

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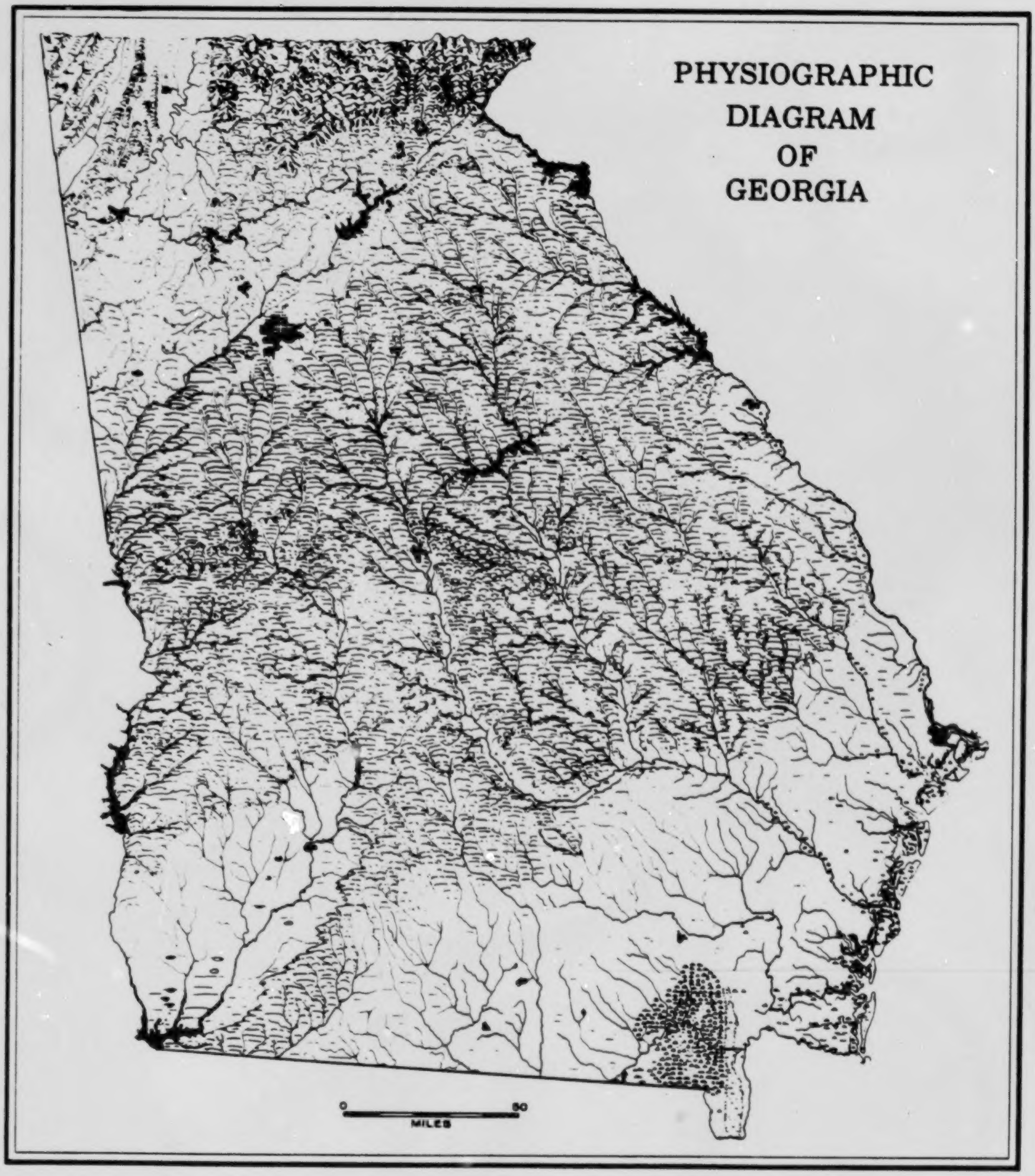

PHYSIOGRAPHIC DIAGRAM OF GEORGIA

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MINI-LESSON 10

LESSON TOPIC: Global Interdependence

GRADE LEVEL: 3-4

CONCEPTS: Trade, interdependence

TERMS: Nations, control, foreign

OBJECTIVES: The students will be able to:

1. Define nation and list at least three foreign nations.
2. Locate nations on a globe or world map.
3. Explain how trade is important between nations and how government has control.

MATERIALS: I.C.E. glossary; globe; snack (brought in by students); paper with each child's name; library books, world map; Trade with the United States and game cards; magazines; handouts "Where I Fit Into the World," "Who Am I?""Unscramble These! Mystery Message," "ABC's of Government," "Georgia Fun," and "John Goes to Atlanta."

PROCEDURES:

1. Define nation with the glossary, pointing out that "nation" and "country" are often used interchangeably. Define "foreign" and explain that the world is made up of many nations or countries. On a map or globe, identify some of the major foreign nations in the world today.
2. Discuss how important resources are not distributed equally around the world, and that some countries have great amounts of some resources (e.g., oil, gold, etc.) while other countries have none of these resources. Raise the concept of interdependence of nations around the world.
3. Have class members bring in a snack. Tell each child to divide his snack into three equal parts. Have each child draw two names to trade their snack with. Let them trade and eat their new snacks.
4. Discuss with the class advantages and disadvantages of trading. List these. Define trade using the glossary.
5. Point out the U.S. on the globe. Explain that the U.S. likes to trade too. They trade with foreign countries like Japan, South America, Spain and England. (Show these countries on the globe.) Explain reasons for trade (e.g., money, lack of resources, share goods, etc.) Point out government must have control so countries won't get greedy and sell things too high or so we won't buy things that we don't need. Discuss what happens if we buy more from other nations than they buy from us (e.g., there is more money leaving our nation than coming in).
6. Divide the class into four or more small groups and have them research things the U.S. trades with various countries like Japan, South America, Spain, and England. Report these findings back to the class.
7. Objects from various countries can be brought in and shown to the class. A bulletin board can be made with a world map and lines going to the U.S. from countries we trade from. Drawings can be made of objects we trade.

Mini-Lesson 10
Reinforcement Activities

1. To further develop the concept of trade have the Chamber of Commerce provide information on what is traded from your community. Plot these merchants on a city map and show where the merchandise is traded to.
2. Sort and classify items traded with the United States. Game cards are provided.

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3. Have students bring in samples of foreign food for which the United States must trade. Have a foreign food party.
4. Have students look through magazines for different foods made from rice. Put these together in a collage.
5. Have students check at home to see if they have products from foreign countries, and fill in the list.

Product	*Brand Name*	*Foreign Country Made In*
Television		
Radio		
Stereo		
Watch		
Calculator		
Car		
Electronic Game		
Shirts		
Pants		
Shoes		
Toys		

6. The following handouts are included for additional activities: "Where I Fit Into the World," "Who Am I?" "Unscramble These! Mystery Message," "ABC's of Government," "Georgia Fun," and "John Goes to Atlanta."

WHERE I FIT INTO THE WORLD

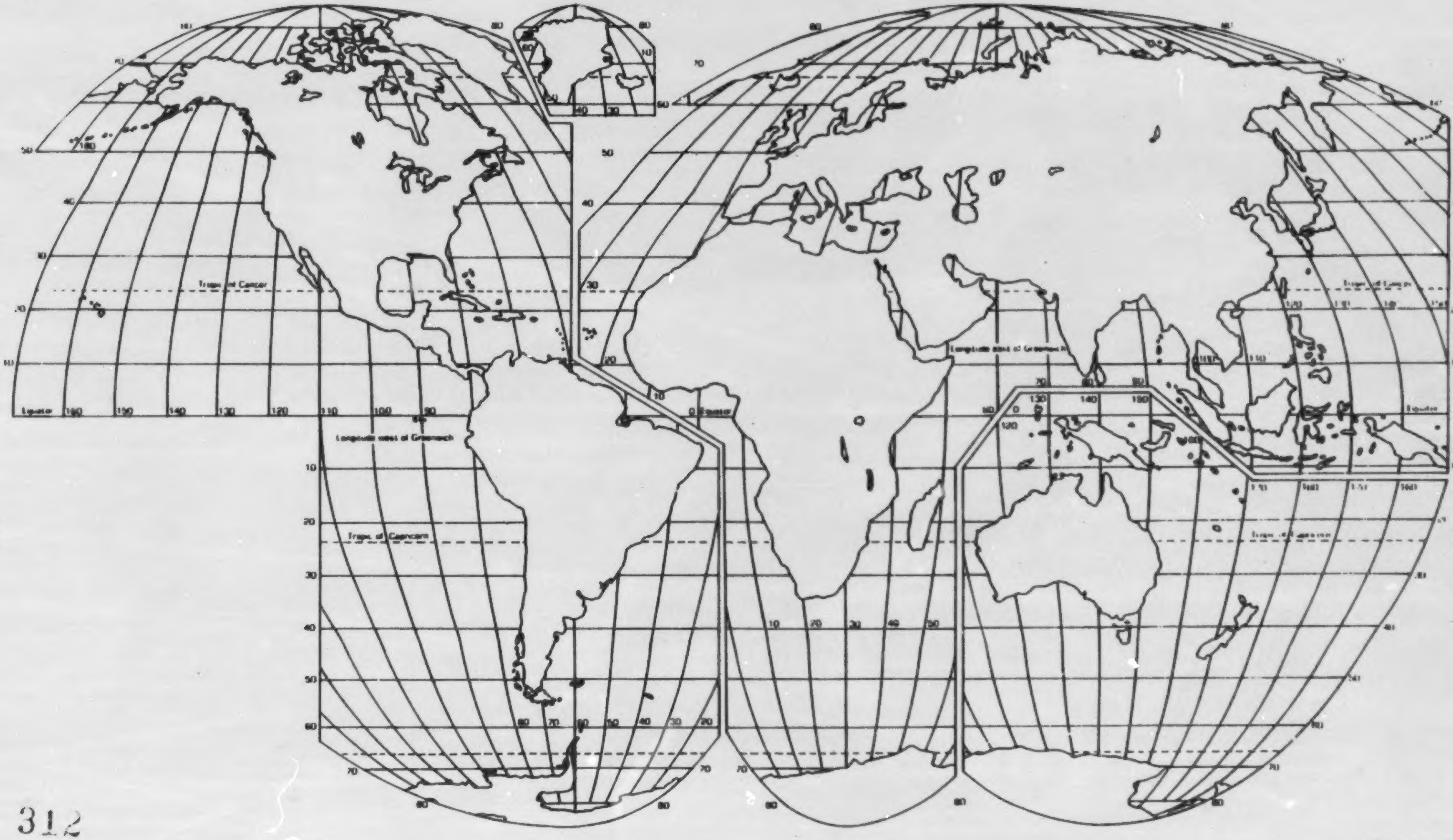
I, ______________________________ (name), was born in the city of ______________________ and state of ________________ .

Today, I live in ______________________________ (name of apartments, subdivision, or community), and my street address is ______________________________ , ______________ (city), ______________ (state). The zip code for my address is ______________, and the area code for my telephone is __________ .

I am a citizen of the city of ______________________ (if you live within the city limits), ______________ County, the state of ________________ , and the nation or country of ______________________________ .
The region of the nation I live in is called the ______________________ ,
and is part of the ________________ Time Zone.

My nation is part of the continent of ______________________ ,
which is part of a larger body known as the ________________, or planet ________________ . This planet—along with the sun and the other eight planets, makes up the ____________ System.

Finally, the planets, stars, galaxies, and everything else in the sky make up the ________________ .


Tropic of Cancer
Equator
Longitude west of Greenwich
Tropic of Capricorn
Longitude east of Greenwich
0 Equator
Tropic of Capricorn

Western Paragraphic Projection

0 2000 4000 kilometers
0 1000 2000 3000 miles

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TRADE WITH THE UNITED STATES

Use the game cards and turn them all face down. Draw pairs of cards trying to get a match. A match is a product and the country that trades it with us. Check below on the answer sheet if you are unsure of your matching. (Keep the pairs you get right out to the side. Keep going until all the cards run out).

COUNTRY	PRODUCT
Italy	shoes
Germany	cars (Volkswagen)
Japan	cars
Japan	T.V.'s
Japan	tea
Japan	radio
Japan	camera
Spain	shoes
Saudi Arabia	oil
Korea	clothes
South America	cocoa
South America	bananas
France	wine
South America	coffee
Canada	fish

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GAME CARDS

VOLKSWAGEN CARS

RADIO

SHOES

BANANAS

T.V.'s

OIL

WINE

CLOTHES

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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GAME CARDS

TEA	SHOES
FISH	COCOA
CLOTHES	COFFEE
CARS	CAMERA

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
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Mini lesson 10
Reinforcement Activity 2

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JAPAN

JAPAN

JAPAN

SOUTH AMERICA

KOREA

TAIWAN

CANADA

SAUDI ARABIA

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

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Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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GAME CARDS

JAPAN	JAPAN
SOUTH AMERICA	SPAIN
GERMANY	SOUTH AMERICA
ITALY	FRANCE

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

Who Am I?

1. ______________ I am a large community set up by the state and given certain powers Fulton is one. There are 158 others.

2. ______________ I am elected to the city council to help make laws for my city.

3. ______________ I am elected by my community to help make laws for the state of Georgia.

4. ______________ I am either elected or chosen to listen to arguments in court to help decide who's right.

5. ______________ I am in charge of either a city or town government.

6. ______________ I am the leader of the United States.

7. ______________ I am the money people pay to their community, state, and nation.

8. ______________ I offer to do things without being paid or forced.

9. ______________ I am one of 50 parts of the United States. Georgia is one.

10. ______________ I am material that comes from nature—land, air, or water.

11. ______________ I am elected to help rule a state.

12. ______________ I am the place where people go when they do not agree on something. A judge works there.

13. ______________ I am one of the two major political parties in the United States. The Republican Party is the other one.

14. ______________ I am a community smaller than a county. There are hundreds more like me across the state.

Choose your answers from the words below.

city
councilman
county
court
Democratic Party
governor
judge
legislator
mayor
natural resource
President
state
taxes
volunteer

UNSCRAMBLE THESE!

Unscramble the words to the left and match them to the definitions to the right.

1. ycti	A large community created by a state. Atlanta is one.
2. apctila	One of 50 parts of America. Georgia is one.
3. dguej	A person who does something without being paid or forced.
4. tlrai	The place where a group of people live and work together.
5. astte	To do something.
6. ntanoi	The city where laws and plans for a state are made.
7. rlevouent	A person who is either elected or choosen to listen to arguments in court.
8. mticom	A group of people living in the same county all with the same rules and plans.
9. mmtycouin	The judging of a person in court by a group of citizens to see if the person did something wrong.
10. nRaebpculi yPtra	One of the two main political parties in the United States.

MYSTERY MESSAGE

1. The capital of Georgia is ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____	____
3	14	11		8		

2. The money people pay their government is called ____ ____ ____ ____ ____ .

____	____	____	____	____
			1	7

3. One of the two main political parties in the United States is the (Clue: It starts with an "R".)

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____	____	____	____	____		____	____	____	____	____
2			5			8									

4. Ronald Reagan is the ____ ____ ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____	____	____	____
13								

5. The place where people go when they do not agree on something is called a ____ ____ ____ ____ ____ .

____	____	____	____	____
12	9			

6. The governor of Georgia is ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____		____	____	____	____	____	____
10												

7. Someone who helps the community without being paid is called a ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____	____
15						

8. A country that is different than your own is called ____ ____ ____ ____ ____ ____ ____ .

____	____	____	____	____	____	____
4						

____	____	____	____	____	____	____		____	____		____		____	____	____	
10	1	9	2	10	8	3		8	7		3		4	5	6	
____	____	____	____	____		____	____		____	____	____	____				
13	11	3	12	1		14	9		11	8	15	1				

ABC's of Government

A ____________________ Keeping someone because they disobeyed a law.

B ____________________ The color of the sky.

C ____________________ The city where laws and plans for a state are made. (Atlanta is one.)

D ____________________ One of the two main political parties in the U.S.

E ____________________ All the things that are around you.

F ____________________ The central government of the United States.

G ____________________ The person who is elected to rule a state.

H ____________________ A place where someone lives.

I ____________________ A cold dessert.

J ____________________ A person who is either elected or chosen to listen to arguments in court.

K ____________________ To be nice.

L ____________________ A person who is elected to help make laws. (Senators and Representatives are these.)

M ____________________ The person who is in charge of a city or town government.

N ____________________ Materials that come from nature. (Land, air, and water are all some.)

O ____________________ A person who is in charge of a public duty.

P ____________________ The leader of a country.

Q ____________________ To be fast.

R ____________________ A person living in a place.

S ____________________ One of fifty parts of America. (Georgia is one.)

T ____________________ Money people pay to their government.

U ____________________ The opposite of down.

V ____________________ A person who offers to do something without being paid.

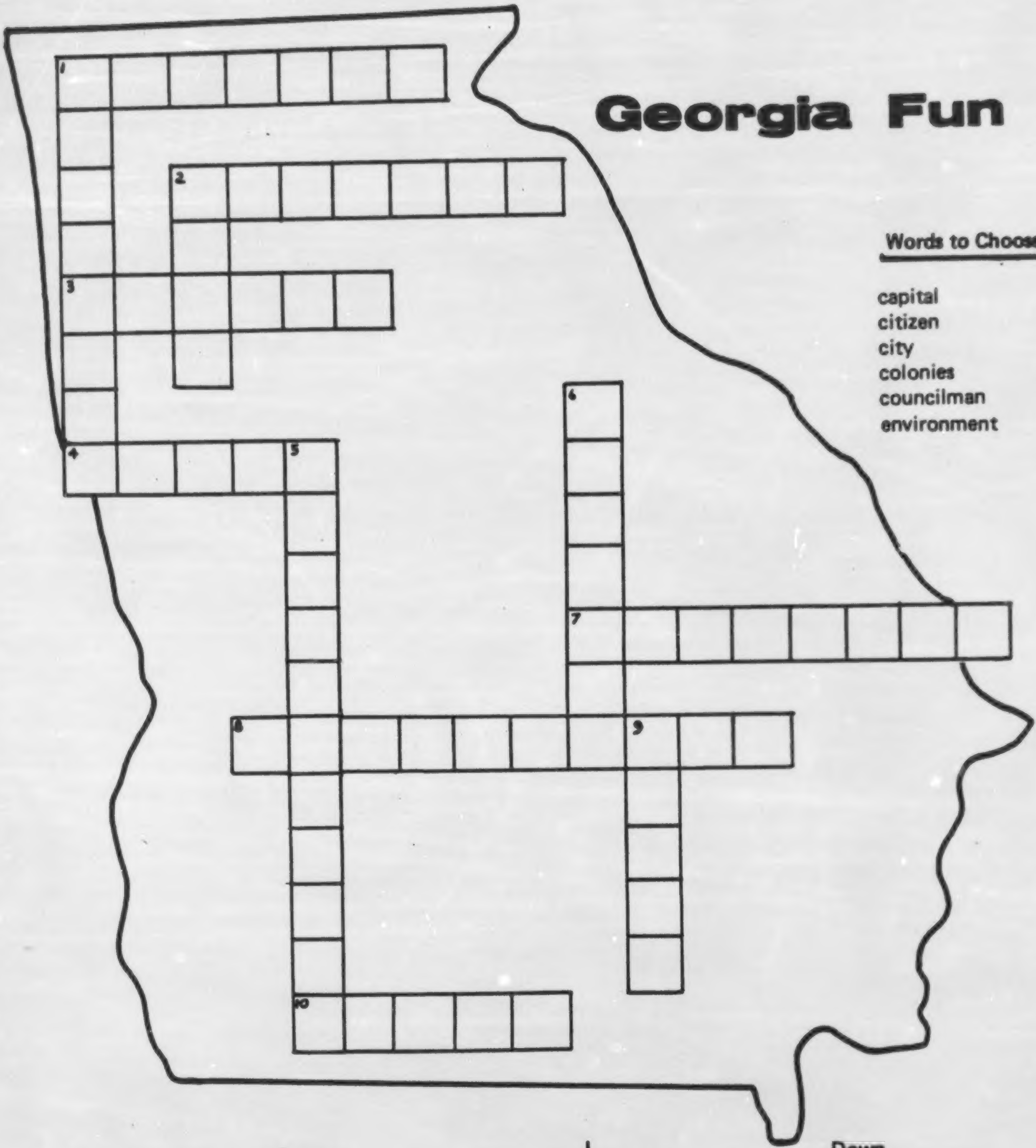
W ____________________ The four round things on cars.

X ____________________ The picture of your insides.

Y ____________________ The color of the sun.

Z ____________________ A striped animal in a zoo.

Georgia Fun



Words to Choose From

capital
citizen
city
colonies
councilman
environment
federal
mayor
nation
resident
state
taxes

Across

1. A city where laws and plans for a state are made.
2. A person born in this country is called a _______
3. A group of people living in the same country all with the same rules and plans.
4. Georgia is a ________________
7. A person living in a place.
8. A person who helps makes laws for a city.
10. _____ pay for teachers, policemen, and firemen.

Down

1. There were 13_____which formed in America.
2. Atlanta is a_____in Georgia.
5. The area around which one lives.
6. The central government of the United States is called the____government.
9. The_________of Atlanta is Maynard Jackson.

JOHN GOES TO ATLANTA

John is a ____________ of Savannah, Georgia. His grandparents live in Atlanta, which is the _________ of Georgia. One summer, John when to visit them for two weeks. While John was there he wanted to meet Maynard Jackson, the _________ of Atlanta. John felt Mr. Jackson was important because the _________ of Atlanta had ________ him to serve as ________ and help run the government of Atlanta.

John also found out that the people of Atlanta elect a ______ _________, which is a group of people which make the laws for the __________. John's grandparents found out when the next meeting of the _______ ________ was so John could go.

While watching the meeting, John heard the _______ _______ talk about the needs of the city. He learned that Atlanta is a ____________ that is part of several _________, including Fulton and DeKalb.

The _____ _______ decided to make a law about not ________ the air. Air is a __________ _________ which we must not let get dirty. The ______ ________ decided to use _______ money to help clean the air. John found out that ______ money is also used to pay teachers, police, and other public workers. John liked the way the ________ ________ worked together to help protect the air.

During John's visit to Atlanta, he heard a man who was ____________, or trying to get the people of the city to vote for him, so that he might help make the laws for the United States. He would then be called a ___________, and would work in Washington, D.C. John found out later that the man was ________ by the people and became a __________.

John liked seeing how Atlanta's __________ was run. On his next visit, he wanted to see how Fulton ___________'s laws were made and how its leaders were chosen. Also, he wanted to see how the laws for the _________ of Georgia were made. Maybe he could see the group of people who make these laws, called _________, and even see George Busbee, the ________ of Georgia.

Finish the story. Choose from the words below. Words may be used more than once.

campaigning (1)
capital (1)
citizens (1)
city (2)
city council (5)
Congressman (2)
counties (1)
county (1)
elected (2)
government (1)

governor (1)
legislators (1)
mayor (2)
natural resource (1)
polluting (1)
resident (1)
state (1)
tax (2)
voters (1)

CARPENTER	ATHLETE
DOCTOR	TELEPHONE REPAIRMAN
TEACHER	POLICEMAN
SALESPERSON	ARTIST

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

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ROLE PLAY CARDS

SECRETARY	LAWYER
TRASH COLLECTOR	BANKER
MINISTER	CHILDREN
FARMER	HOUSEWIFE

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

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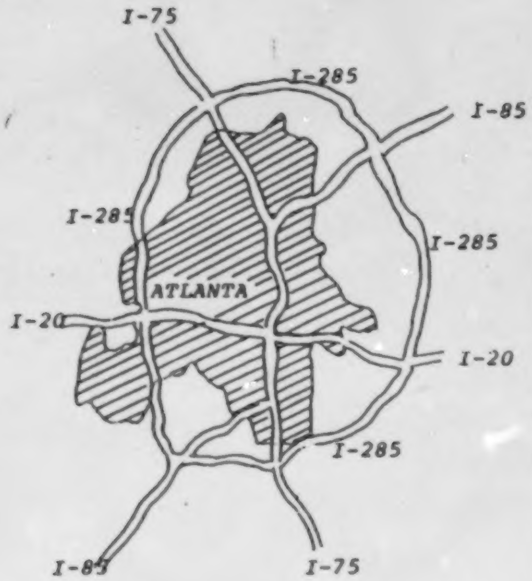
Reinforcement Activity 2

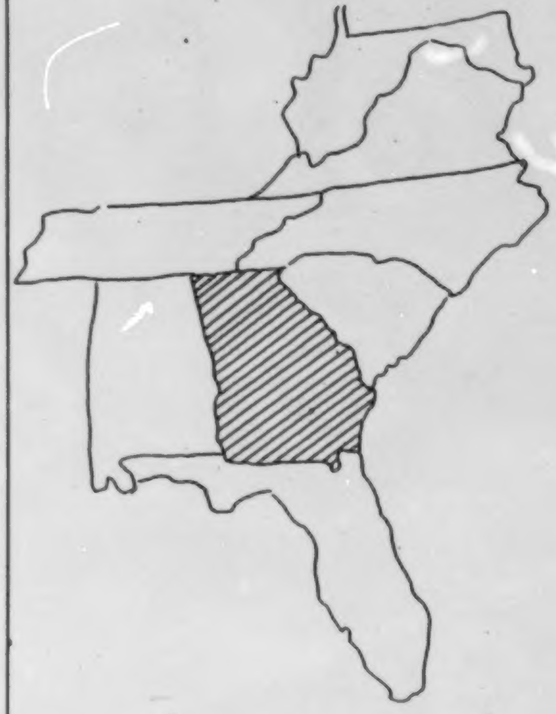
Mini lesson 1
Reinforcement Activity 2

Mini lesson 1
Reinforcement Activity 2

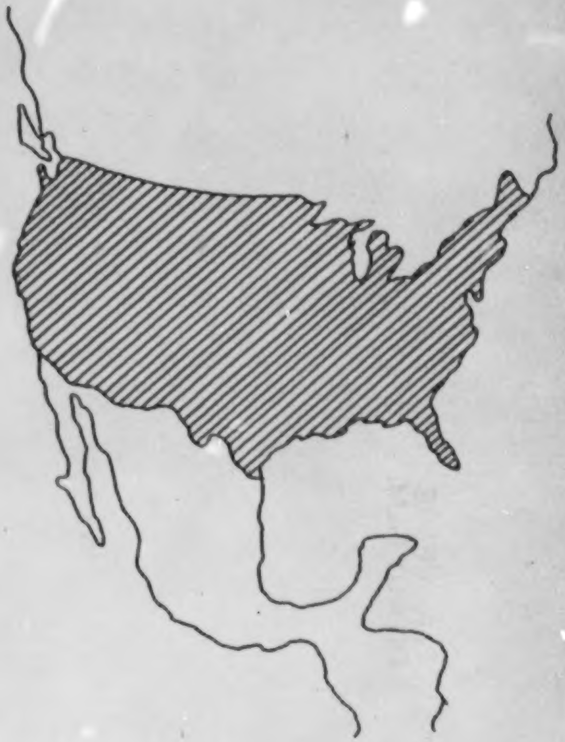
CITY, STATE, AND COUNTRY GAME BOARD


I-75
I-285
I-85
I-285
I-285
ATLANTA
I-20
I-20
I-285
I-85
I-75

City



State



Country

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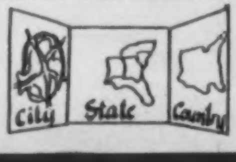
City
State
Country

Mini-Lesson (2) Reinforcement 3

CITY, STATE, AND COUNTRY GAME CARDS

EACH ONE MAKES LAWS FOR ITS CITIZENS

IT PROVIDES WATER, GARBAGE COLLECTION, AND SIDEWALKS TO ITS CITIZENS

GEORGIA IS ONE

AN AREA OF LAND WITH ITS OWN PEOPLE AND GOVERNMENT

ATLANTA IS ONE

A MAYOR IS ITS LEADER

FLORIDA IS ONE

THE UNITED STATES IS ONE

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

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CITY, STATE, and COUNTY GAME C DS

ANOTHER NAME FOR THIS IS "NATION"

THERE ARE 50 OF THESE IN AMERICA

EACH ONE HAS A CAPITAL CITY

IT IS CREATED BY A STATE

A GOVERNOR IS ITS LEADER

IT IS SMALLER THAN A COUNTY IN SIZE

A PRESIDENT IS ITS LEADER

A LARGE COMMUNITY

Mini Lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

Mini lesson 2
Reinforcement Activity 3

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Reinforcement Activity 3

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Mini lesson 2
Reinforcement Activity 3

CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT

(Cut out on dotted line, and fold on solid line)

Mini-Lesson 3, Reinforcement 4

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Mayor

41 CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT
(Cut out on dotted line, and fold on solid line)
Mini-Lesson 3, Reinforcement 4

Governor

CHARACTERISTICS OF THE MAYOR, GOVERNOR, AND PRESIDENT

(Cut out on dotted line, and fold on solid line)

Mini-Lesson 3, Reinforcement 4

President

THIS LEADER IS ELECTED BY THE PEOPLE OF THE UNITED STATES

MAYNARD JACKSON IS THE ONE FOR ATLANTA

THE ONE WHO IS ELECTED TO BE IN CHARGE OF CITY GOVERNMENT

THIS LEADER LIVES IN THE GOVERNOR'S MANSION IN ATLANTA

THIS LEADER IS ELECTED BY THE PEOPLE IN ATLANTA

THIS LEADER WORKS IN GEORGIA'S STATE CAPITOL

GAME CARDS

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Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

GEORGE BUSBEE IS THE ONE FOR GEORGIA

THIS LEADER WORKS IN CITY HALL

RONALD REAGAN IS THE ONE FOR THE UNITED STATES

THIS LEADER IS ELECTED BY THE PEOPLE OF GEORGIA

THE LEADER OF A CITY

THE LEADER OF OUR COUNTRY

THIS LEADER LIVES IN THE WHITE HOUSE IN WASHINGTON, D.C.

THE LEADER OF A STATE

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

Mini lesson 3
Reinforcement Activity 4

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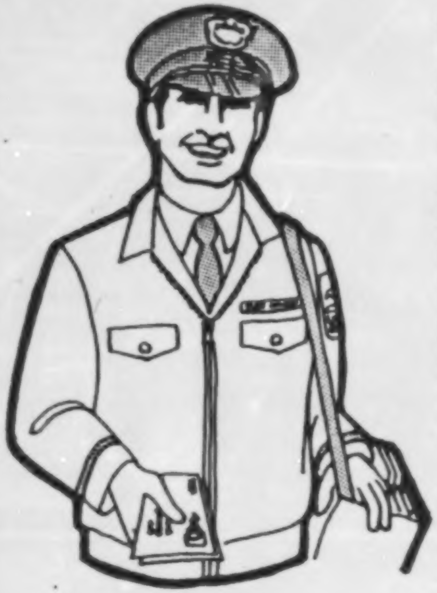
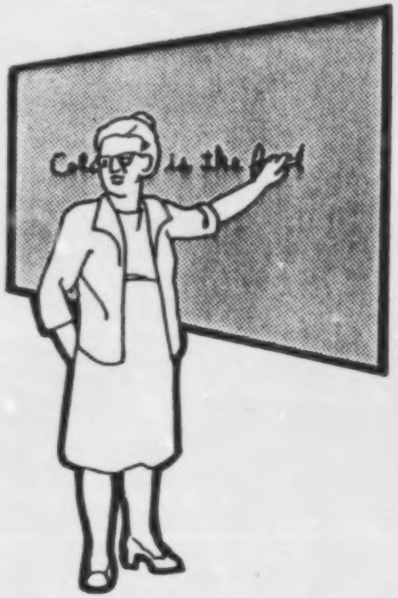
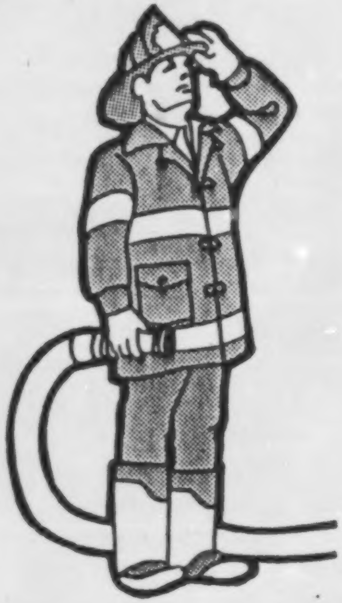
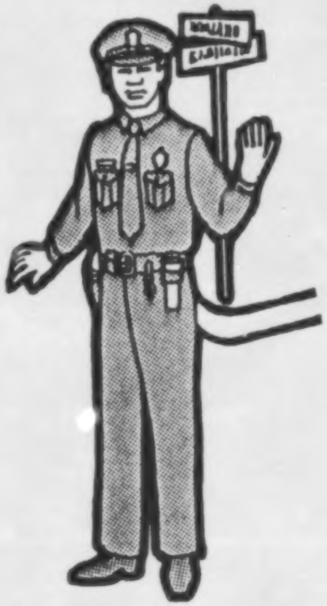
Mini lesson 3
Reinforcement Activity 4

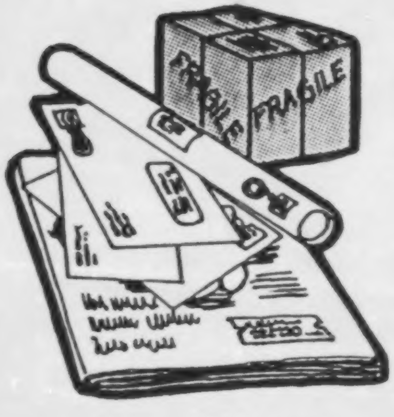
GAME CARDS







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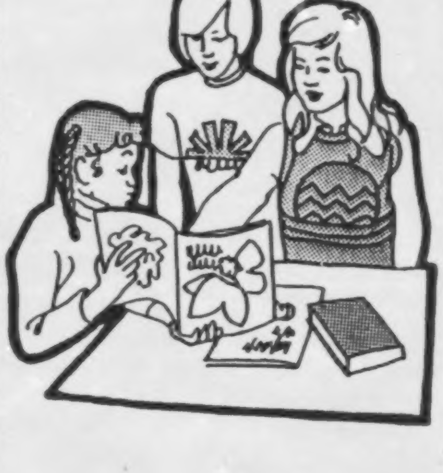

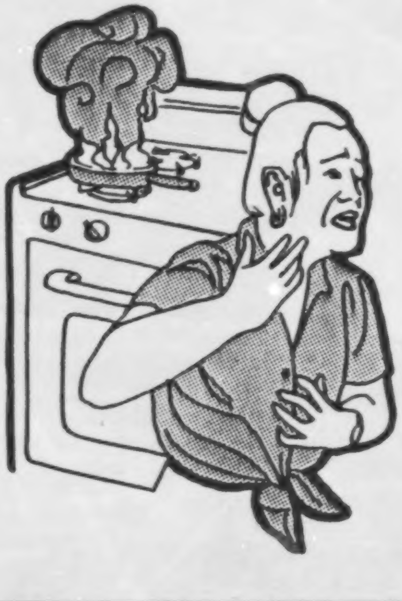

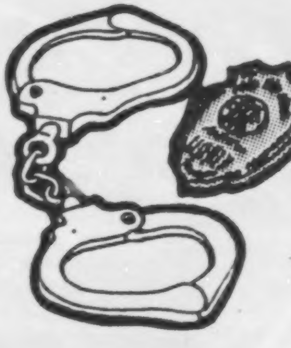

Mini lesson 6
Reinforcement Activity 3

Mini lesson 6
Reinforcement Activity 3

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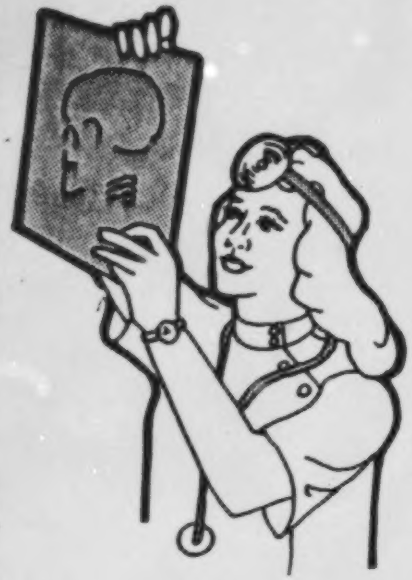

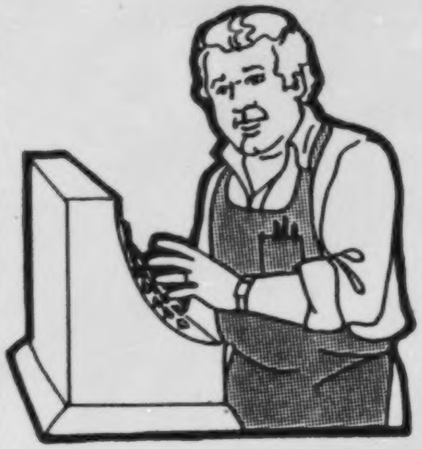

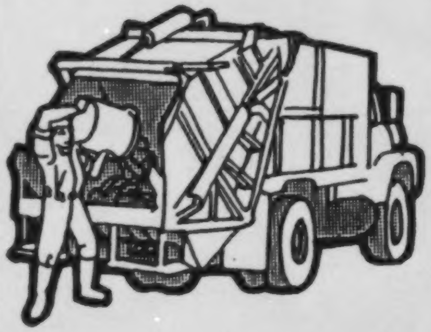

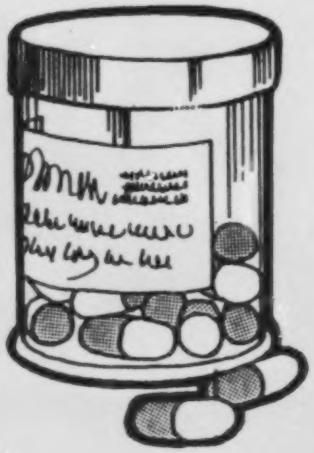

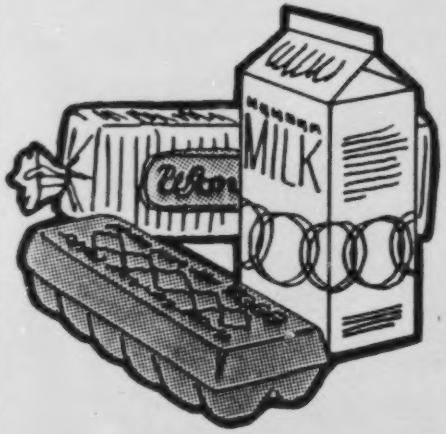
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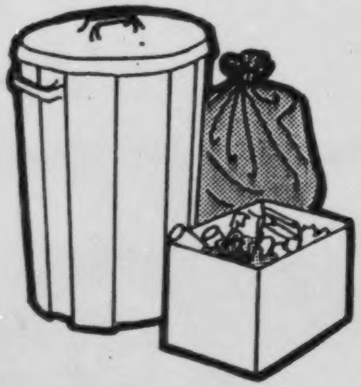

Mini lesson 6
Reinforcement Activity 3

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Reinforcement Activity 3

GOODS AND SERVICES

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Mini-Lesson 6, Reinforcement 4

Goods

Services

VIOLIN TEACHER

DRESS MAKER

STREET CLEANER

CARPENTER

BUS DRIVER

POLICEMAN

TEACHER

MAILMAN

Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
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FARMER

TELEPHONE OPERATOR

ARTIST

BAKER

ACTOR

DOCTOR

MINISTER

FIREMAN

Mini lesson 6
Reinforcement Activity 4

Mini lesson 6
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Reinforcement Activity 4

CITY, STATE, AND FEDERAL SERVICES
Mini-Lesson 6, Reinforcement 10

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City

CITY, STATE, AND FEDERAL SERVICES

Mini-Lesson 6, Reinforcement 10

(Cut out on dotted line, and fold on solid line)

State

CITY, STATE, AND FEDERAL SERVICES

Mini-Lesson 6, Reinforcement 10

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Federal

I PROTECT YOUR ENVIRONMENT	I PROTECT YOUR ENVIRONMENT
I PROVIDE PARKS AND RECREATIONAL AREAS	I WATCH FOR FOREST FIRES
I PROVIDE YOUR LOCAL LIBRARY	I PROVIDE PARKS AND RECREATIONAL AREAS
I PROVIDE YOUR ZOO	I PROVIDE HIGHWAYS

GAME CARDS

362

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

363

GAME CARDS

I PROVIDE POLICEMEN

I PROVIDE MOST OF THE MONEY FOR YOUR SCHOOLS

I PROVIDE OUR LARGE PRISONS

I ASSIST PEOPLE WHO NEED HELP

I PROVIDE PARKS AND RECREATIONAL AREAS

I PROVIDE THE ARMY

I PROVIDE FIREMEN

I PRINT MONEY

364

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

I FIX CITY ROADS

I PROVIDE POST OFFICE SERVICES

I ASSIST PEOPLE WHO NEED HELP

I ASSIST PEOPLE WHO NEED HELP

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

Mini lesson 6
Reinforcement 10

367

(Cut out on dotted line, and fold on solid line)

Laws

(Cut out on dotted line, and fold on solid line)

Rules

DON'T DRIVE YOUR CAR AT NIGHT
WITHOUT YOUR LIGHTS ON

YOU MUST TALK QUIETLY IN
THE CLASSROOM

DON'T KILL ANYONE

YOU CAN'T STAY UP PAST 9:00 P.M.

BE NICE TO OTHERS

YOU MAY NOT TAKE ANYTHING FROM
A STORE WITHOUT PAYING FOR IT

WALK IN THE HALLWAYS

KEEP YOUR BEDROOM NEAT

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

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Reinforcement Activity 1

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Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

DON'T DRIVE OVER 55 MPH	DON'T LITTER THE PUBLIC PARKS OR HIGHWAYS
TELL YOUR PARENTS BEFORE GOING OUTSIDE	DON'T STEAL MONEY FROM A BANK

RULES AND LAWS GAME CARDS

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

Mini lesson 7
Reinforcement Activity 1

373

VOLKSWAGEN CARS	RADIO
SHOES	BANANAS
T.V.'s	OIL
WINE	CLOTHES

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

GAME CARDS

TEA

SHOES

FISH

COCOA

CLOTHES

COFFEE

CARS

CAMERA

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

JAPAN

JAPAN

JAPAN

SOUTH AMERICA

KOREA

TAIWAN

CANADA

SAUDI ARABIA

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

379

JAPAN	JAPAN
SOUTH AMERICA	SPAIN
GERMANY	SOUTH AMERICA
ITALY	FRANCE

Mini lesson 10
Reinforcement Activity 2

Mini lesson 10
Reinforcement Activity 2

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Reinforcement Activity 2

LESSON 1

LESSON TOPIC: The Founding of Our Nation

GRADE LEVEL: 5

CONCEPTS: Colony, independence, nation

TERMS: Declaration of Independence, freedom

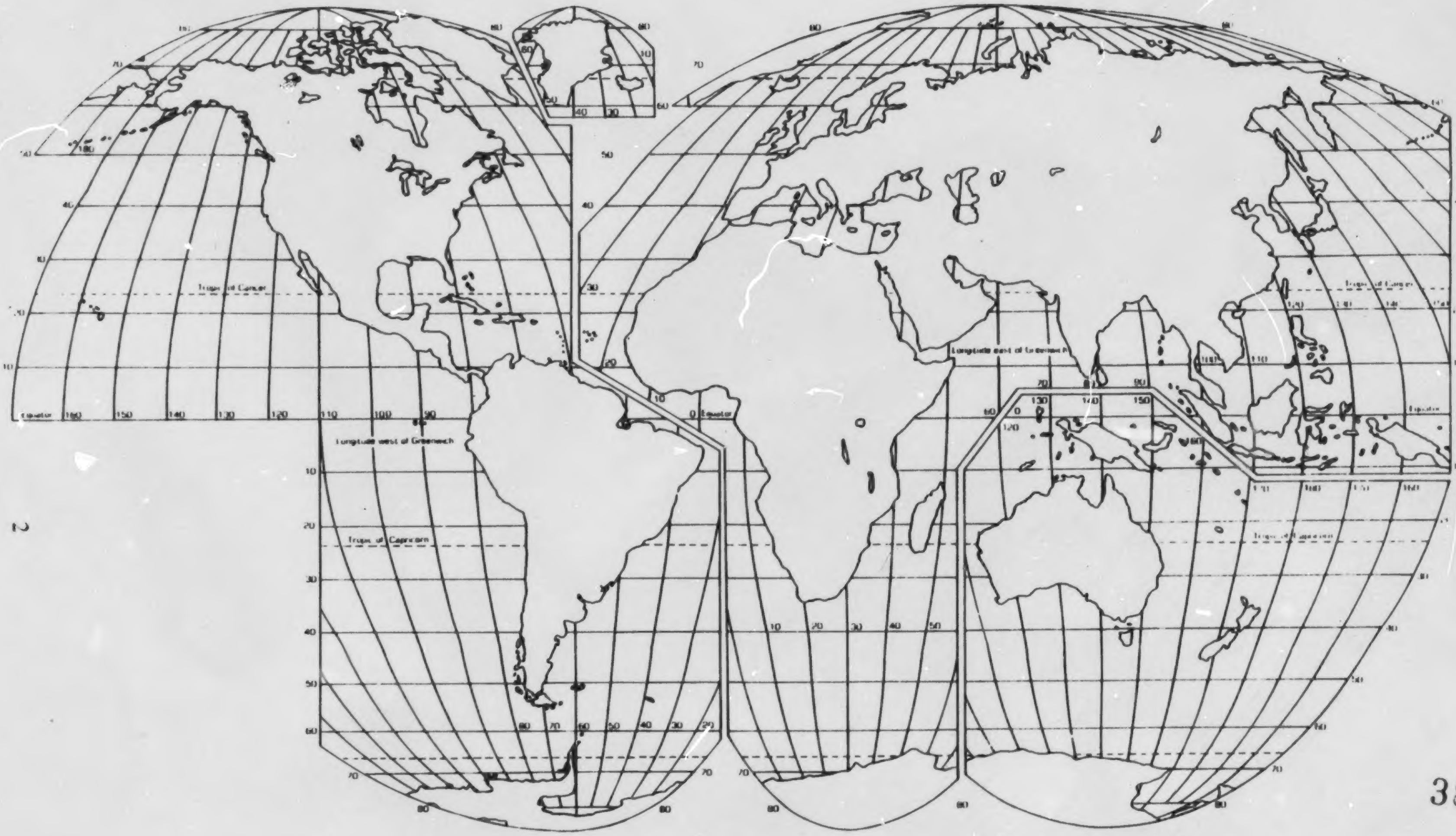
OBJECTIVES: Students will be able to:

1. Describe the founding of British colonies in America, including Georgia.
2. Identify the colonies which would become the 13 original states.
3. Identify at least one reason why the American colonies would seek their independence from Britain.

MATERIALS: Maps of the World, The Thirteen English Colonies in 1750, and Georgia; a copy of the Declaration of Independence; history text or encyclopedia; and filmstrips or other audio-visuals on the founding of America.

PROCEDURES:

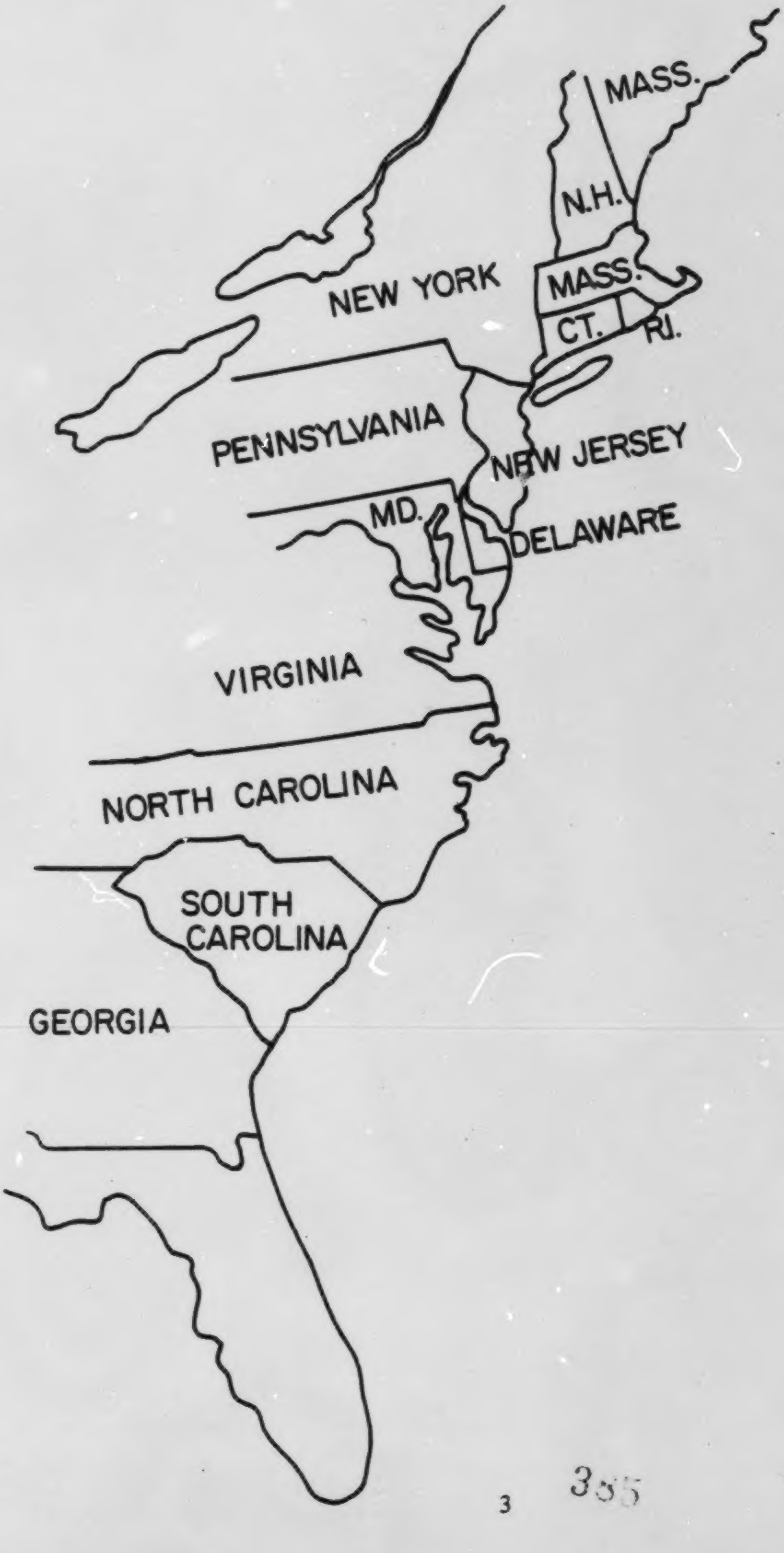
1. Using your classroom text, a history text, an encyclopedia, or appropriate audio-visual, describe conditions in Britain that led to the formation of colonies in America.
2. Discuss what life was like for the early colonists, the hardships they faced, and the type of government set up in these colonies.
3. Describe the founding of the colony of Georgia by James Oglethorpe in 1733. On a map of Georgia, identify the location of Oglethorpe's landing at Savannah.
4. Display, or handout to students, a map of The Thirteen English Colonies in 1750. Have students identify the 13 colonies in order of settlement.
5. Discuss the term "colony," and the fact that some colonies were founded for purposes of religious freedom, while others were formed for financial reasons.
6. Discuss the conditions that led to the desire by many colonists to be independent from Britain, the signing of the Declaration of Independence, and the subsequent Revolutionary War.


Tropic of Cancer
Tropic of Capricorn
Equator
Longitude west of Greenwich
Longitude east of Greenwich
0
2000
4000
kilometers
0
1000
2000
3000
miles

Western Paragraphic Projection

BEST COPY AVAILABLE

The Thirteen English Colonies in 1750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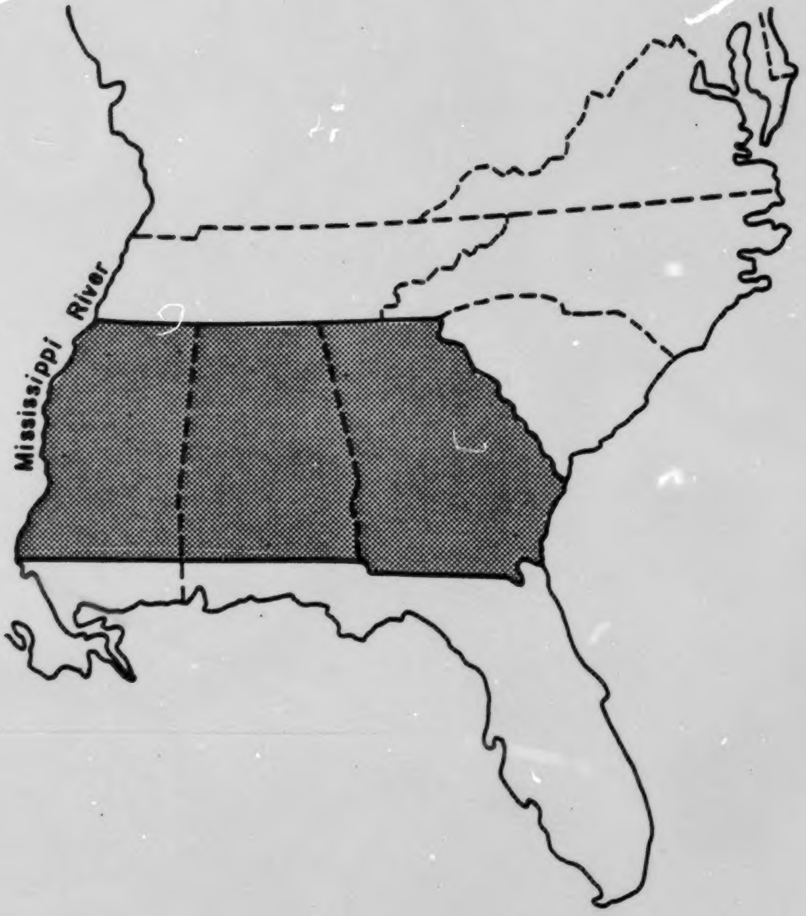
NEW YORK
MASS.
CT.
R.I.
PENNSYLVANIA
NEW JERSEY
MD.
DELAWARE
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA

GEORGIA IN 1764


Mississippi River

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LESSON 2

LESSON TOPIC: "Ruler" Game

GRADE LEVEL: 5

CONCEPTS: Fairness, rules

TERMS: Arbitrary

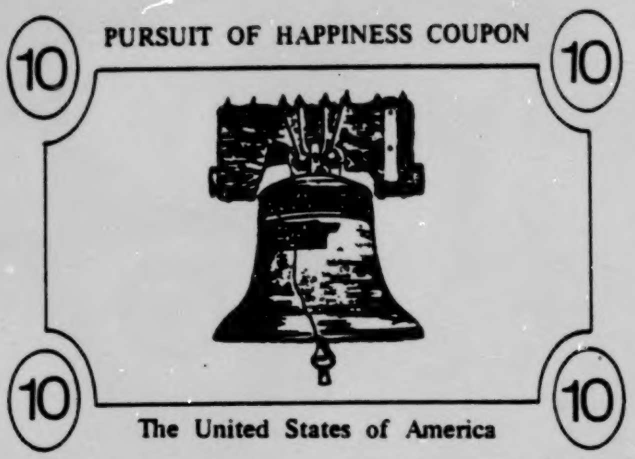
OBJECTIVES: Students will be able to:

1. Distinguish between government by whim and government by law after playing the game.
2. Discuss how they feel about arbitrary actions by those in positions of power.

MATERIALS: "Pursuit of Happiness" coupons

PROCEDURES:

1. Select a "ruler" from the class, or ask another teacher to participate, or assume this role yourself. The ruler should be able to take charge of the class, and must have discussed the game in advance.
2. Assign class students to some relatively simple activity—such as looking up a list of words in the dictionary and defining them in writing in conjunction with some aspect of regular classroom activities. Tell students that as they work, the "ruler" will issue them "pursuit of happiness" coupons based on their hard work and attention to the assignment. Be sure to tell them that they are competing against one another in order to acquire more of the coupons than their classmates.
3. As the class begins to work, the ruler begins walking through the class and distributing "pursuit of happiness" coupons to students as they are working. In an arbitrary fashion, the ruler beings awarding coupons in a manner where one student receives three coupons for the same work another students receives only one coupon. The ruler may take coupons away from one student for talking, while doing nothing at all to another student who talks.
4. Stop the activity after it has gone on for a few minutes. Ask the students whether they see anything wrong with the way things are going, and to discuss their feelings at this point.
5. Ask students to define "fairness" as it should apply in this game, or in the way rules are carried out in any situation (e.g., family, school, or community).
6. Allow students to make a few rules for the awarding and withdrawal of coupons.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PURSUIT OF HAPPINESS COUPON
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10
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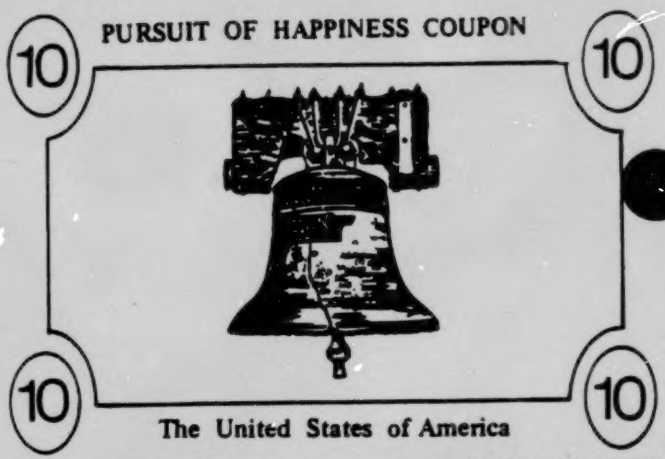
The United States of America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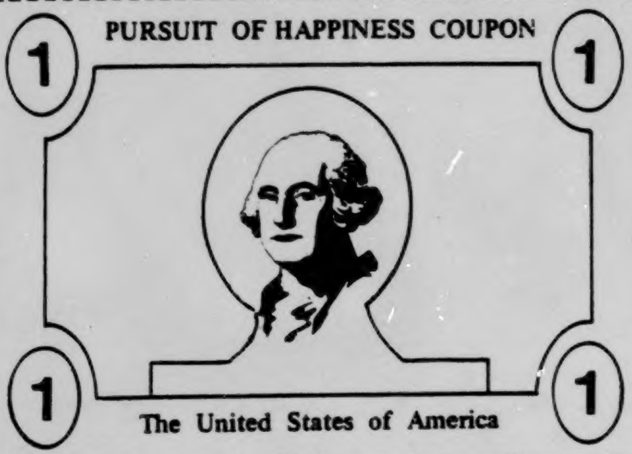
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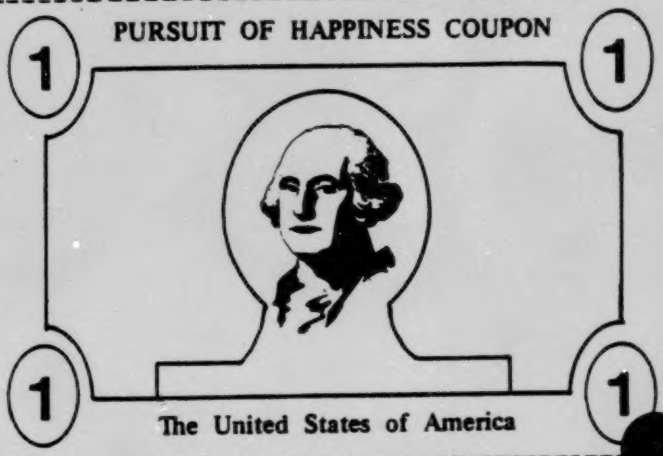
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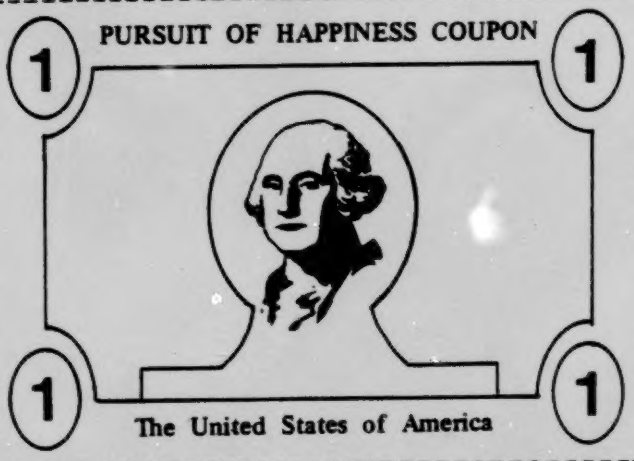
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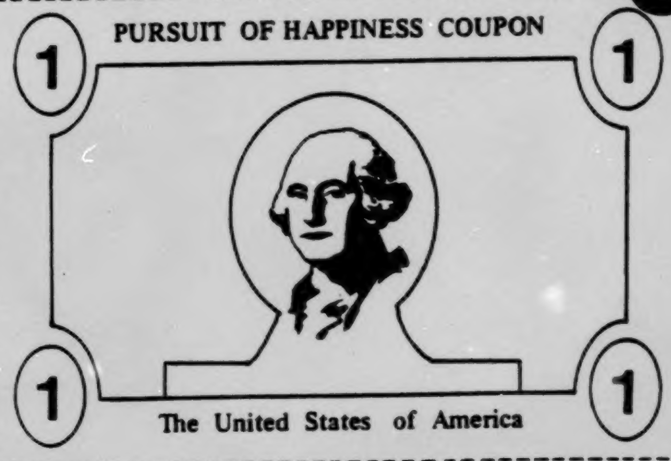
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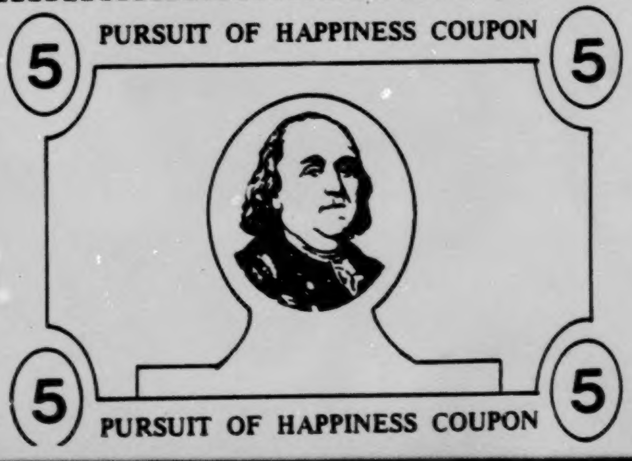
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PURSUIT OF HAPPINESS COUPON

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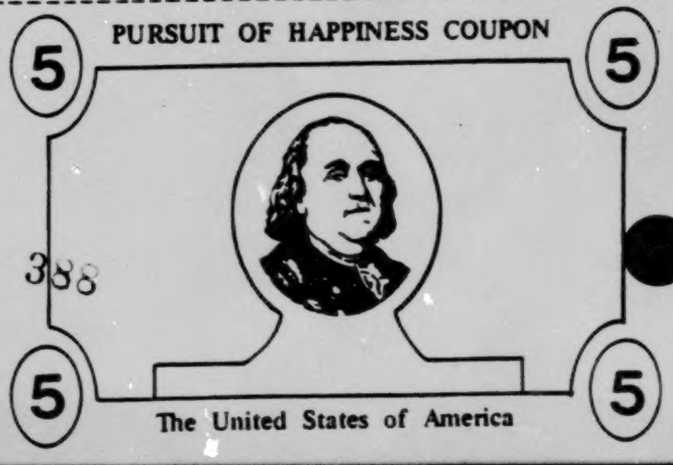
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The United States of America

LESSON 3

LESSON TOPIC: Songs of America

GRADE LEVEL: 5

CONCEPTS: Folk music, patriotism

TERMS: National anthem, state song

OBJECTIVES: Students will be able to:

1. Recognize some of the important folk and patriotic songs in American history.
2. Suggest reasons why these songs promote feelings of patriotism in many Americans.
3. List specific examples of how Americans exhibit patriotism toward their nation.

MATERIALS: Record collections of American patriotic and folk music. Sheet music of American patriotic and folk music, National Anthem, "Georgia on My Mind." Encyclopedia.

PROCEDURES:

1. Discuss the concept of patriotism with your students. Have students cite examples of how Americans exhibit patriotism in their daily lives (e.g., saying the pledge of allegiance, standing when the national anthem is played, putting their hand over their heart or saluting if in uniform when the pledge of allegiance is being recited or the flag being raised, not allowing the American flag to touch the ground, etc.).
2. Discuss the fact that almost every nation has a special song called a "national anthem" that most citizens recognize and identify as a symbol of the nation. Ask students what America's national anthem is, and see how many know the words to the anthem. Using an encyclopedia, have students report on the origin of our national anthem, and identify special traditions accompanying its use (e.g., it is played at important ceremonies, sporting events, at the gold medal ceremonies at the Olympics, at military bases each morning, etc.; citizens generally stand while it is being played; etc.).
3. Discuss the fact that each state in the United States has its own special song, too. But, instead of being called an anthem, it is called the "state song." Identify Georgia's "state song" as "Georgia on my Mind," and play a record of it (if available).
4. If your school has a music resource teacher, see if that teacher will work with you and your class in a special activity on the songs of America. If your school has no music resource teacher, see if your media specialist or librarian has an album collection of famous American songs.
5. Allow students to listen (if possible) to recordings of famous patriotic and folk music of America, with a special emphasis on learning words and historical background. Contrast "folk music" with other forms of music (e.g., "popular music").
6. Make a wall chart showing the major periods of American history (e.g., colonial period, Revolutionary War period, ante-bellum period, Civil War period, World War I, the depression era, World War II, and the period of the 1960s and '70s. Identify important American songs (patriotic, folk, and popular) associated with each period.

THE STAR-SPANGLED BANNER
(The National Anthem)

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming;
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Oh! thus be it ever when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a Nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Francis Scott Key, son of a Lieutenant in the American Revolution, grew to manhood with deep patriotic convictions.

On September 5, 1814, he and Colonel John S. Skinner, agents of the United States Government, went aboard the British ship Surprise in Chesapeake Bay to secure the freedom of an American prisoner, Dr. William Beanes. They went under a flag of truce, but due to plans for the British Fleet to attack Fort McHenry, one of the Forts defending Baltimore, Maryland, on the night of September 13, 1814, they were detained and placed on a vessel out of firing range, but within sight of the Fort. At day-break Francis Scott Key, over-joyed to see the Stars and Stripes of the American Flag still flying, wrote a poem on the back of an envelope, titled "The Defence of Fort McHenry."

The Americans were put ashore after the battle, and Francis Scott Key revised the poem. It was printed in the *Baltimore American*, September 21, 1814, later set to music and re-titled "The Star-Spangled Banner." By Act of Congress March 3, 1931, it became our National Anthem, the first and last verses of which appear above.

LESSON 4

LESSON TOPIC: Your National Government

GRADE LEVEL: 5

CONCEPTS: Federalism, nation, separation of powers

TERMS: Constitution, Declaration of Independence, federal government, executive branch, judicial branch, legislative branch, state government

OBJECTIVES: Students will be able to:

1. Describe the founding of state government following the Declaration of Independence, and the attempts to fashion a union of states.
2. Describe the founding of a federal system of government in America after the end of the Revolutionary War.
3. Recognize the importance placed on a written constitution following independence.
4. Explain important characteristics of our national government, such as separation of powers, constitutional government, and equal rights of citizens.
5. Identify the executive, legislative, and judicial branches of our national government.
6. Identify examples of powers that belong to the national government.

MATERIALS: Copies of the Declaration of Independence and U.S. Constitution; telephone directory Yellow Pages; handouts "Our United States Government," "Georgia State Government," "Your Federal, State, and Local Governments," and "Functions of Federal, State, and Local Government," I.C.E. study prints.

PROCEDURES:

1. Review with students the conditions that led to the desire by American colonists to be free from Britain.
2. Provide students a copy of the Declaration of Independence, explaining that this was like a letter that American leaders wrote to Britain and the world stating that the colonies were going to be free, and giving the reason why they were breaking away from Britain.
3. Talk about some of the important principles found in the first half of the second paragraph of the Declaration (e.g., "all men are created equal"; all men have certain rights you can't take away, including life, liberty, and the right to try to find happiness; that government is created to protect these rights; that government gets its power from the people; and that the people have a right to change their government when it no longer protects the rights of its citizens).
4. Ask students why they think we have government today, and whether the principles in the Declaration of Independence are still important today.
5. Discuss some of the reasons why the American people feared strong government immediately after winning their independence from Britain. In the government set up for this nation, make a list of some of the ways they attempted to insure that abuse of power by government would not happen again (e.g., limited government–government only has those powers given it; divided government–government was separated into three branches, with each branch given a different function; written constitution–the powers of government are provided for in a written document which government officials alone could not change; a two-house legislature–the lawmaking branch was divided into two branches so that laws would not be passed too hastily; etc.).

6. Using the handouts "Our United States Government," "Georgia State Government," and "Your Federal, State, and Local Governments" explain the concept of separation of power–that is, dividing power into different branches, each branch having certain power to check the other branches from becoming too powerful. As an analogy contrast our system of government (where one branch makes the laws, another branch carries them out, and another branch interprets the laws) to the situation in most homes (where parents make, interpret, and enforce rules, with no checks or balances). Cite other examples to contrast situations where power is in one set of hands and where it is divided.

7. Discuss the importance placed on a written constitution and why it was considered the highest law in the land, and above the laws passed by the legislative branch. Have students discuss whether they have a set of rules for a club they belong to, and compare these to a constitution.

8. Show students a copy of the Constitution. Discuss the preamble with students.

9. Have students identify the term "nation." Ask the class what characteristics make a nation (e.g., territorial boundaries, a flag, a governmental system, shared identity, common language, etc.).

10. Discuss that most nations have certain symbols which identify that nation, or help create pride. Ask students to look through books or magazines to find examples of symbols of America (e.g., flag, eagle, Uncle Sam, liberty bell, Statute of Liberty, etc.). Using these, make a collage of the symbols of America.

11. Explain that we sometimes use several phrases interchangeably to refer to our national government, including: United States Government, Federal Government, American Government, and Washington, D.C.

12. Explain that Washington, D.C. is not a state, but a small area of land set up to serve as the capital of our nation. Show students on a map the location of Washington, D.C. Show I.C.E. study prints, slides, filmstrips, or photographs of the nation's Capitol (explaining the difference between "capitol" and "capital"), the White House, and other governmental buildings.

13. Identify the President as the leader of our national government, and that the people of the United States elect a President every four years. Also explain that the laws for this nation are made by Congress, consisting of Representatives and Senators from each state. The highest court in our national government is the Supreme Court.

14. Have students look in the telephone directory's Yellow Pages under "Government–United States" to identify some of the services or functions of our national government. Explain that while there are some areas where national and state governments cooperate (e.g., education, highways, and health), there are some powers that belong only to the national government (e.g., declaring war, operating an army and navy, coining money, foreign relations, post office, etc.)

15. Have the students complete and discuss the handout "Functions of Federal, State, and Local Government."

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THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776

THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governend; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Objects evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. –Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britian is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

2

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasions from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us in times of peace, Standing Armies, without the Consent of our legislatures.

He has affected to render the Military independent of, and superior to, the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitutions, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by jury:

For transporting us beyond Seas to be tried for pretended offenses:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing out most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms:

Our repeated Peitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies of War, in Peace Friends.

WE, THEREFORE, THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be FREE AND INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britian, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, witn a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our Sacred Honor.

John Hancock

THE SIGNERS

DELAWARE

Caesar Rodney
Georgia Read
Thomas M'Kean

MASSACHUSETTS BAY

John Hancock
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

CONNECTICUT

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

NEW HAMPSHIRE

Josiah Bartlett
William Whipple
Matthew Thornton

NORTH CAROLINA

William Hooper
Joseph Hewes
John Penn

PENNSYLVANIA

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
Georgia Taylor
James Wilson
George Ross

MARYLAND

Samuel Chase
William Paca
Thomas Stone
Charles Carroll, of Carrollton

VIRGINIA

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

NEW YORK

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

NEW JERSEY

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

RHODE ISLAND

Stephen Hopkins
William Ellery

SOUTH CAROLINA

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

GEORGIA

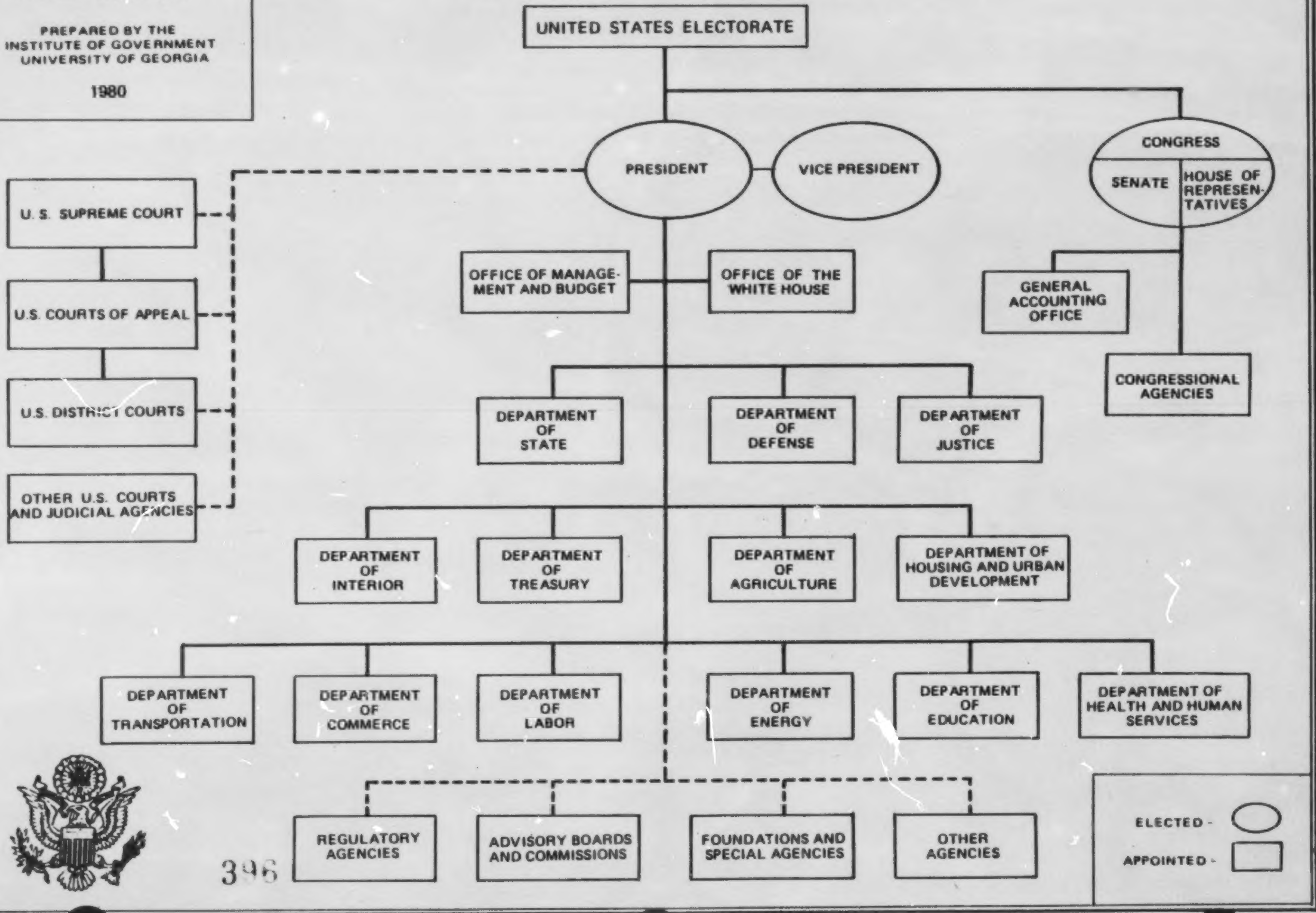
Button Gwinnett
Lyman Hall
George Walton

UNITED STATES GOVERNMENT

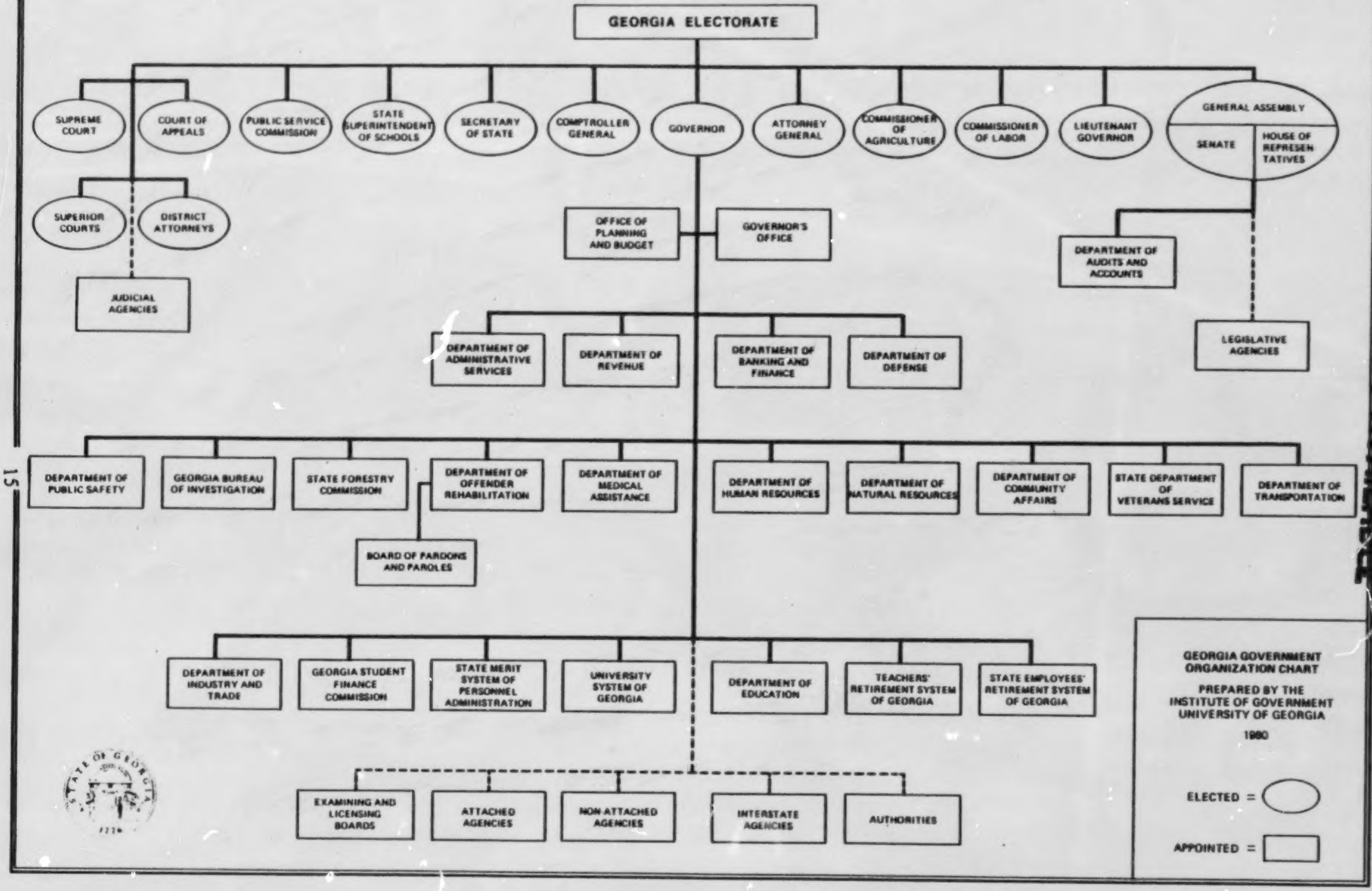
UNITED STATES GOVERNMENT
ORGANIZATION CHART

PREPARED BY THE
INSTITUTE OF GOVERNMENT
UNIVERSITY OF GEORGIA

1980


UNITED STATES ELECTORATE
PRESIDENT
VICE PRESIDENT
CONGRESS
SENATE
HOUSE OF REPRESENTATIVES
U. S. SUPREME COURT
U.S. COURTS OF APPEAL
U.S. DISTRICT COURTS
OTHER U.S. COURTS AND JUDICIAL AGENCIES
OFFICE OF MANAGEMENT AND BUDGET
OFFICE OF THE WHITE HOUSE
GENERAL ACCOUNTING OFFICE
CONGRESSIONAL AGENCIES
DEPARTMENT OF STATE
DEPARTMENT OF DEFENSE
DEPARTMENT OF JUSTICE
DEPARTMENT OF INTERIOR
DEPARTMENT OF TREASURY
DEPARTMENT OF AGRICULTURE
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
DEPARTMENT OF TRANSPORTATION
DEPARTMENT OF COMMERCE
DEPARTMENT OF LABOR
DEPARTMENT OF ENERGY
DEPARTMENT OF EDUCATION
DEPARTMENT OF HEALTH AND HUMAN SERVICES
REGULATORY AGENCIES
ADVISORY BOARDS AND COMMISSIONS
FOUNDATIONS AND SPECIAL AGENCIES
OTHER AGENCIES
ELECTED -
APPOINTED -

GEORGIA STATE GOVERNMENT


GEORGIA ELECTORATE
SUPREME COURT
COURT OF APPEALS
PUBLIC SERVICE COMMISSION
STATE SUPERINTENDENT OF SCHOOLS
SECRETARY OF STATE
COMPTROLLER GENERAL
GOVERNOR
ATTORNEY GENERAL
COMMISSIONER OF AGRICULTURE
COMMISSIONER OF LABOR
LIEUTENANT GOVERNOR
GENERAL ASSEMBLY
SENATE
HOUSE OF REPRESENTATIVES
SUPERIOR COURTS
DISTRICT ATTORNEYS
JUDICIAL AGENCIES
OFFICE OF PLANNING AND BUDGET
GOVERNOR'S OFFICE
DEPARTMENT OF AUDITS AND ACCOUNTS
LEGISLATIVE AGENCIES
DEPARTMENT OF ADMINISTRATIVE SERVICES
DEPARTMENT OF REVENUE
DEPARTMENT OF BANKING AND FINANCE
DEPARTMENT OF DEFENSE
DEPARTMENT OF PUBLIC SAFETY
GEORGIA BUREAU OF INVESTIGATION
STATE FORESTRY COMMISSION
DEPARTMENT OF OFFENDER REHABILITATION
DEPARTMENT OF MEDICAL ASSISTANCE
DEPARTMENT OF HUMAN RESOURCES
DEPARTMENT OF NATURAL RESOURCES
DEPARTMENT OF COMMUNITY AFFAIRS
STATE DEPARTMENT OF VETERANS SERVICE
DEPARTMENT OF TRANSPORTATION
BOARD OF PARDONS AND PAROLES
DEPARTMENT OF INDUSTRY AND TRADE
GEORGIA STUDENT FINANCE COMMISSION
STATE MERIT SYSTEM OF PERSONNEL ADMINISTRATION
UNIVERSITY SYSTEM OF GEORGIA
DEPARTMENT OF EDUCATION
TEACHERS' RETIREMENT SYSTEM OF GEORGIA
STATE EMPLOYEES' RETIREMENT SYSTEM OF GEORGIA
EXAMINING AND LICENSING BOARDS
ATTACHED AGENCIES
NON ATTACHED AGENCIES
INTERSTATE AGENCIES
AUTHORITIES
STATE OF GEORGIA 1776
ELECTED =
APPOINTED =

GEORGIA GOVERNMENT ORGANIZATION CHART

PREPARED BY THE INSTITUTE OF GOVERNMENT UNIVERSITY OF GEORGIA

1980

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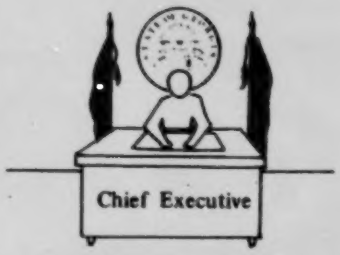
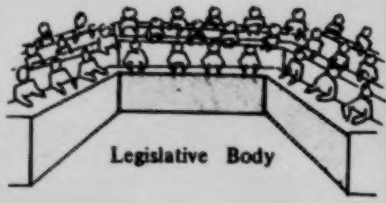
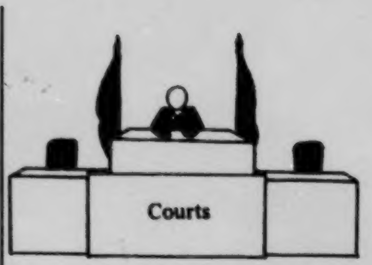
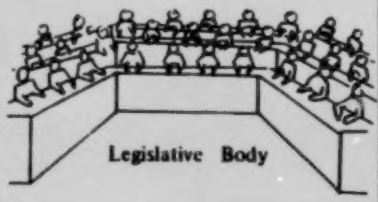
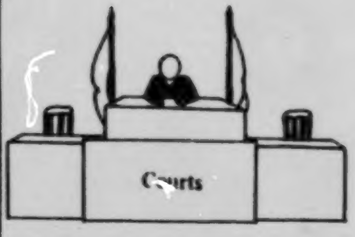
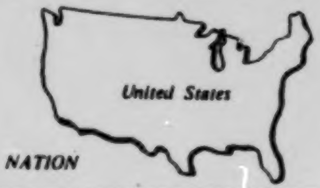
YOUR FEDERAL, STATE, AND LOCAL GOVERNMENTS *Instructions: For each level of government listed below, indicate the title of the official, legislative body, or courts.*	 **Chief Executive**	 **Legislative Body**	 **Courts**
United States *NATION*			
STATE			
COUNTY			
CITY			

KEY **YOUR FEDERAL, STATE, AND LOCAL GOVERNMENTS** *Instructions: For each level of government listed below, indicate the title of the official, legislative body, or courts.*	Chief Executive	 Legislative Body	
 United States *NATION*	**PRESIDENT**	**CONGRESS**	**(For trial of Federal law)** **U.S. SUPREME COURT** **COURTS OF APPEALS** **FEDERAL DISTRICT COURTS**
 STATE	**GOVERNOR**	**GENERAL ASSEMBLY**	**(For trial of State law)** **GEORGIA SUPREME COURT** **COURT OF APPEAL** **SUPERIOR COURT** **STATE COURT OF THE COUNTY**
 COUNTY	**NONE**	**COUNTY COMMISSION**	**(For trial of County Ordinances)** **STATE COURT OF THE COUNTY**
 CITY	**MAYOR**	**CITY COUNCIL**	**(For trial of City Ordinances)** **MUNICIPAL COURT** **TRAFFIC COURT** **(Atlanta only)**

FUNCTIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT

Instructions: For each service or function listed in the left column, check the level or levels of government responsible for providing that service

Service	*United States*	*State*	*County*	*City*
Sheriff				
Water				
Sewer				
Sanitation/Garbage Collection				
Army and Navy				
Fire Department				
Post Office				
Highways				
Traffic Lights				
Schools				
Airport				
Parks and Recreation				
Library				
Hospital				
Voter Registration				
Police				
Courts				
Marriage Licenses				
Prisons and Jails				
Hunting and Fishing Regulation				
Health and Welfare				
Zoning				
Buses and Rapid Transit				
Social Security				
Zoo				

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KEY

FUNCTIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT

Instructions: For each service or function listed in the left column, check the level or levels of government responsible for providing that service

Service	*United States*	*State*	*County*	*City*
Sheriff			X	
Water			X[1]	X[1]
Sewer			X[1]	X[1]
Sanitation/Garbage Collection			X[1]	X[1]
Army and Navy	X	X[2]		
Fire Department			X[1]	X[1]
Post Office	X			
Highways	O	X	X	X
Traffic Lights			X	X
Schools	O	O	X[3]	X[4]
Airport	X[5]		X[6]	X[6]
Parks and Recreation	X	X	X	X
Library			X[7]	X[7]
Hospital		X	O[8]	
Voter Registration			X	
Police		X[9]	X[10]	X
Courts	X	X	X	X
Marriage Licenses			X	
Prisons and Jails	X	X	X	X
Hunting and Fishing Regulation	X[11]	X		
Health and Welfare	X	X	X	X
Zoning			X	X
Buses and Rapid Transit				X[12]
Social Security	X			
Zoo				X

X – denotes level of government providing service.
O – denotes level of government which helps fund service but does not directly provide service.

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NOTES

1. Varies with city and county.
2. State supports the Army and Air National Guard.
3. Most public schools are part of county school systems, which are governed by county school boards independent of the county commission.
4. Atalnta and 27 other Georgia cities are authorized by law to operate a city school system independent of the county system.
5. Military airports. Also, although the federal government does not operate public airports, it does play an important role in their operation, including staffing federal air controllers to direct air traffic at the airport.
6. Varies with city and county. Some cities and counties jointly own and maintain an airport. Some cities—likeAtlanta—operate their own airport.
7. Varies with city and county. Often regional libraries are operated with support from cities and counties served.
8. Local hospitals are generally privately-owned or operated by a local hospital authority (a semi-governmental agency with power to tax residents of the city and county served). In some cases, counties have to supplement a hospital authority's revenue with county funds.
9. Through the State Patrol, Georgia Bureau of Investigation, and other officers, the state exercises certain police powers—particularly with respect to crimes committed on state highways or property.
10. Although police protection in the unincorporated areas of most counties is provided by the county sheriffs, the county commission may establish a separate county police department to serve this area. Currently, 18 counties—including Fulton—have a county police department.
11. For federal lands (such as national forests, recreation areas, parks, etc.).
12. Buses and rapid transit are generally provided by local transportation authorities (semi-governmental bodies) which are legally independent of a city or county, but which may receive local funding. In addition to MARTA—which serves Fulton and DeKalb counties—bus service is provided in Albany, Athens, Augusta, Canton, Columbus, Macon, Rome, and Savannah.

LESSON 5

LESSON TOPIC: Am I a Citizen?

GRADE LEVEL: 5

CONCEPTS: Citizenship

TERMS:

adulthood
citizen
government
juvenile
resident
alien
constitution
naturalization
rights
responsibilities
jurisdiction
minor
infant
child

OBJECTIVES: Students will be able to:

1. Recognize who is considered a citizen.
2. Recognize what citizenship means, and how it may differ from residence.
3. Identify some specific rights and responsibilities of citizens.
4. Recognize that although citizenship does not depend upon a person's age, that certain legal rights may be limited to adults.

MATERIALS: A copy of the U.S. and Georgia Constitutions; a dictionary; diagram of the world, nation, state, county, and city.

PROCEDURES:

1. Ask how many students in the class are "citizens." Generally, most students will look around to see who is raising their hands, since many young people do not associate themselves as citizens.
2. Ask the class for a definition of "citizen" and record the answers on the board.
3. Have a student look up the definition of "citizen" in a dictionary or encyclopedia and report on the derivation of the word and its present day meaning.
4. Have students read the 14th Amendment to the U.S. Constitution, which defines citizenship:

   > "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

   Write the definition on the board and underline the words that may need clarifying, particularly: "naturalized," "jurisdiction," and "reside."
5. Define "naturalization" as the process of allowing a citizen of a foreign country who wants to be an American citizen to become a citizen of this country. Explain that someone temporarily living, working, or going to school in this country—but who is not an American citizen—is known as an "alien." You may want to pick up a form from a local U.S. post office that aliens have to sign each year verifying where they are living and working and under what conditions they are allowed to remain in the U.S.
6. Define "jurisdiction" as being subject to the laws or authority of, as in the case of children being under the jurisdiction of their parents until they become of legal age, or children at school being under the jurisdiction of the teacher and principal while they are attending school.

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7. Explain that "reside" and "residence" refer to where one lives or is generally present, and that the term "resident" is not necessarily the same as "citizen." For instance, one may be a resident of Fulton County for a short period to work at a particular job, but would be a "citizen" of the county or state where his permanent home is located and where he intends to return. (Note to teacher: Under the law, a distinction is made between "actual residence"—the concept discussed above—and "legal residence"—which is where one considers his permanent home. It is probably not necessary to make this distinction at this grade level).

8. After discussing the two ways one can become a citizen of the United States—being born in this country or becoming a naturalized citizen—discuss that the concept of citizenship also applies to the state, county, and city where one lives.

9. Have students turn to Article I, Section II, Paragraph IX of the Georgia Constitution to read the definition of who is a Georgia Citizen:

   > "All citizens of the United States, resident in this State, are hereby declared citizens of this State."

   Explain that this means to be a Georgia citizen, you must be a U.S. citizen (i.e., born in the U.S. or have been naturalized), and you must be a *resident*—permanent not temporary—of Georgia.

10. Explain that while one may be, at the same time, a citizen of the United States, Georgia, Fulton County, and your city, one may not be a citizen of any two countries at the same time, nor of any two states, any two counties, or any two cities at the same time.

11. Explain that the most important qualification for citizenship is to have been born in the United States, or to have become "naturalized." Thereafter, your citizenship in state, county, and city is largely dependent upon where you want to be considered as your permanent home. When it comes to exercising certain rights of citizenship—such as voting—you do so in the city, county, and state you call home.

12. Ask students what they would consider some of the most important rights of being a citizen, and record these on the board. Among some of the important rights that should be included would be: voting, owning property, using the courts, running for public office, exercising freedoms guaranteed by the constitution and laws, etc. Following this, ask students to indicate some of the duties or responsibilities of citizenship, such as: obeying laws, paying taxes, serving in the armed forces, serving on juries, etc.

13. Ask students whether such activities as voting is a "right" or "responsibility." Explain that in some countries, citizens are required by law to vote, but in this country there is no requirement, and only a small portion of the people actually turn out to vote on our leaders.

14. Explain that while all students in the class are citizens (unless there are some students of families who are not American citizens), that certain rights in our country and state are limited to "adults." In Georgia, for most purposes, age 18 is the age of adulthood (e.g., voting, signing a contract, etc.) However, different ages may be set for certain rights, such as driving, marrying, buying alcoholic beverages, running for public office, and others. Also, under our criminal law in Georgia, a young person is considered a "juvenile" until age 17, at which time he may be tried and punished as an adult.

15. Have students discuss how reasonable these age restrictions are and probable reasons why they were adopted.

16. As a final summation, have students indicate how one becomes a citizen, illustrate several rights and responsibilities of citizenship, and indicate some of the rights and responsibilities that they as citizens—even though not yet adults—have (e.g., right to be protected by the laws and courts, right to use public facilities, right to an education, right to receive other public services, ect.)

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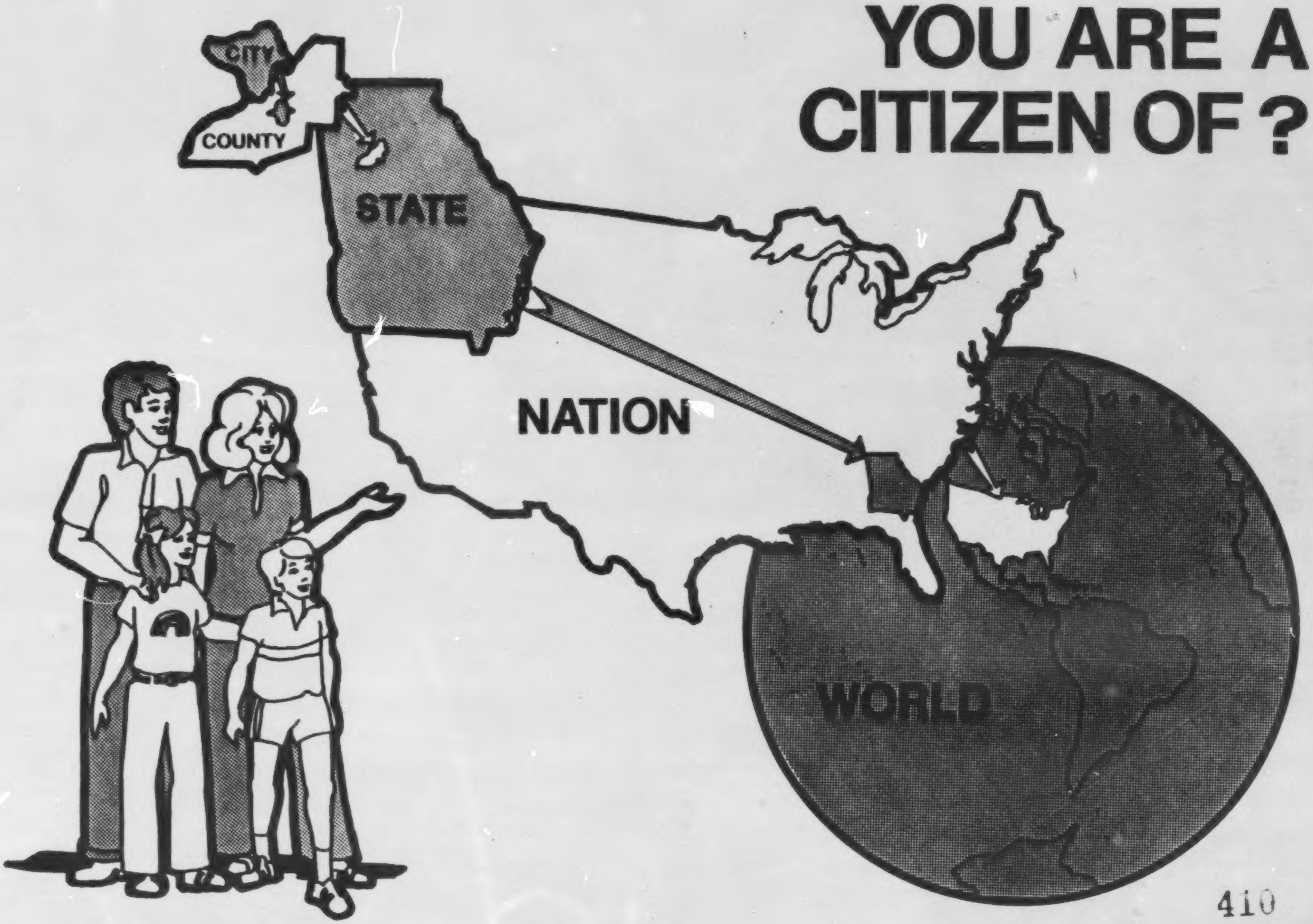
YOU ARE A CITIZEN OF ?


CITY
COUNTY
STATE
NATION
WORLD

23

409

410

LESSON 6

LESSON TOPIC: My City and County

GRADE LEVEL: 5

CONCEPTS: City, county

TERMS: City council, county commission, interdependence, local government, mayor, municipality, rural, services, suburban, urban.

OBJECTIVES: Students will be able to:

1. Identify reasons for the origin and existence of cities and counties.
2. Distinguish a city from a county, yet recognizing both as forms of local government.
3. Locate and name the cities within their county.
4. Identify the most important elected offices in their city and county government.
5. Identify specific facts or information about their city and county.
6. Identify at least three important services provided by city government, and three by county government.
7. Identify specific problems confronting their local community.
8. Identify ways in which citizens can influence their local governments.

MATERIALS: I.C.E. glossary; a drawing of the layout of Savannah; maps of Georgia, Fulton County, and the city (if school is located within a city); I.C.E. slides, study prints, or photographs of Atlanta, Fulton County, and the local community; encyclopedia or world history textbook; local telephone directory's Yellow Pages; newspaper; I.C.E. *Community Resource Directory;* letter writing handout; handout "Georgia Vacationland" with map.

A number of good filmstrips are available to use with this lesson. Among those recommended are "The City" (Learning Tree No. LT428-B) and "The Megalopolis" (Learning Tree No. LT428-A).

Additionally, the following are recommended as optional teacher resources on Georgia cities and counties.

Mary A. Hepburn, et al., *City Government in Georgia* (Athens: Institute of Government, 1980).

Mary A. Hepburn, *County Government in Georgia* (Athens: Institute of Government, 1975).

Kay R. Morgareidge (ed.), *Foundations of Government–The Georgia Counties* (Atlanta: Association County Commissioners of Georgia, 1976).

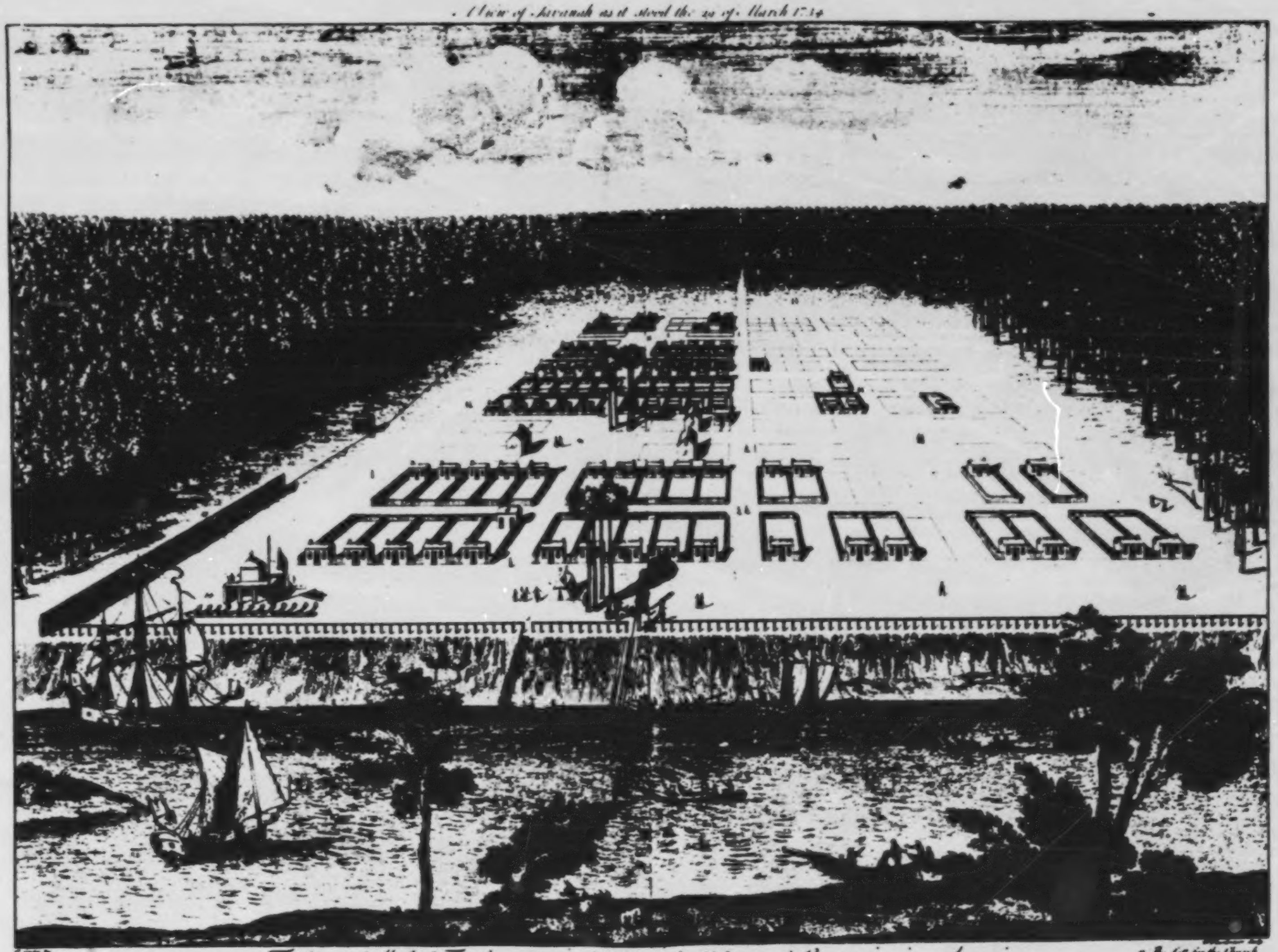
League of Women Voters, *Georgia's Government* (Atlanta: League, 1977).

PROCEDURES:

1. Discuss the conditions which led to the formation of cities in ancient times, as well as the development of counties in England using a world history text or encyclopedia. Discuss what needs those cities met, and whether they still meet them today. Discuss also the factors which influence the location of communities (such as nearness to natural resources and transportation avenues such as rivers and oceans).
2. Discuss the origin of cities in Georgia (chapter 4 in *City Government in Georgia*), as well as the origin and development of counties (pp. 7-11 of *County Government in Georgia* or pp. 173-74 of *Foundations of Government–The Georgia Counties*).

3. Show students a drawing of the layout of Savannah at the time of its founding by Oglethorpe. Ask students why they think these first Georgians decided to live in a city like this, rather than go live in the countryside. What needs and dangers were there at this time that led the settlers to live together as a community?
4. Ask students how a city is different from a county, recording their answers on the board. Then, using the I.C.E. Glossary, define the terms. Show students a map of Georgia with the counties shown.
5. With a map of Fulton County, show students the cities located within the county. Discuss that official cities are created by the state legislature, and are also called "municipalities." Only official cities can operate a government and tax its people.
6. Discuss the terms "rural," "urban," and "suburban" with students. Have them identify in which category their community falls.
7. Discuss with students that though cities and counties are different, we often refer to them as types of "local government." This is done to distinguish these two levels of government from state and national government.
8. Explain that both cities and counties have a government. The body which makes the laws for a city is called a city council, and for a county, is called a county commission. Additionally, most cities have a mayor as the chief official and leader of the city. The mayor does not make the laws, but is supposed to see that the laws are carried out and that city agencies do their jobs. Unlike the city, the county does not have an elected chief or leader. The county commission may appoint a person as "county manager" to help make sure county agencies are doing their job, but a county manager is not the same as a mayor.
9. Using a copy of (a) *County Government in Georgia*, (b) an annual report of Fulton County, or (c) the telephone directory's Yellow Pages, have students identify important services provided by the county government. Discuss what life would be like if, one morning, the county closed down all of its offices.
10. Repeat the preceding activity if your school is located within a city, using (a) a copy of *City Government in Georgia*, (b) a copy of the annual report of your city, or (c) the telephone directory's Yellow Pages.
11. During a period of several days to several weeks, have students look at the local newspaper for new articles about problems in their community, the Atlanta region, or Fulton County. From these articles, compile a list of the major problems which seem to be confronting their city or county. (Because some long, outstanding problems may be missed using this activity, you might invite a community leader or local official (e.g., someone from the Atlanta Regional Commission or a local planning office) to discuss the important problems which now and in the future will confront the community.
12. Ask students to name ways in which the average citizen can influence local government (e.g., voting, speaking at public hearings, organizing a local committee, calling friends, writing letters to officials, writing letters to the newspaper, etc.) Discuss which of these they as students could do.
13. Additional activities that can be used include the letter writing handout and the Georgia Vacationland handout.

A View of Savanah as it stood the 29 of March 1734



- 1 The Stairs going up
- 2 Mr Oglethorpe's Tent
- 3 The Crane & Bell
- 4 The Tabernacle & Court House
- 5 The publick Mill
- 6 The House for Strangers
- 7 The publick Oven
- 8 The Draw Well
- 9 The Lott for the Church
- 10 The publick Stores
- 11 The Fort
- 12 The Parsonage House
- 13 The Pallisadoes
- 14 The Guard House and Battery of Cannon
- 15 Hutchinson's Island

To the Hon.ble the Trustees for establishing the Colony of Georgia in America
This View of the Town of Savanah is humbly dedicated by their Honours
Obliged and most Obedient Servant
Peter Gordon

VUE de Savanah dans la Georgie

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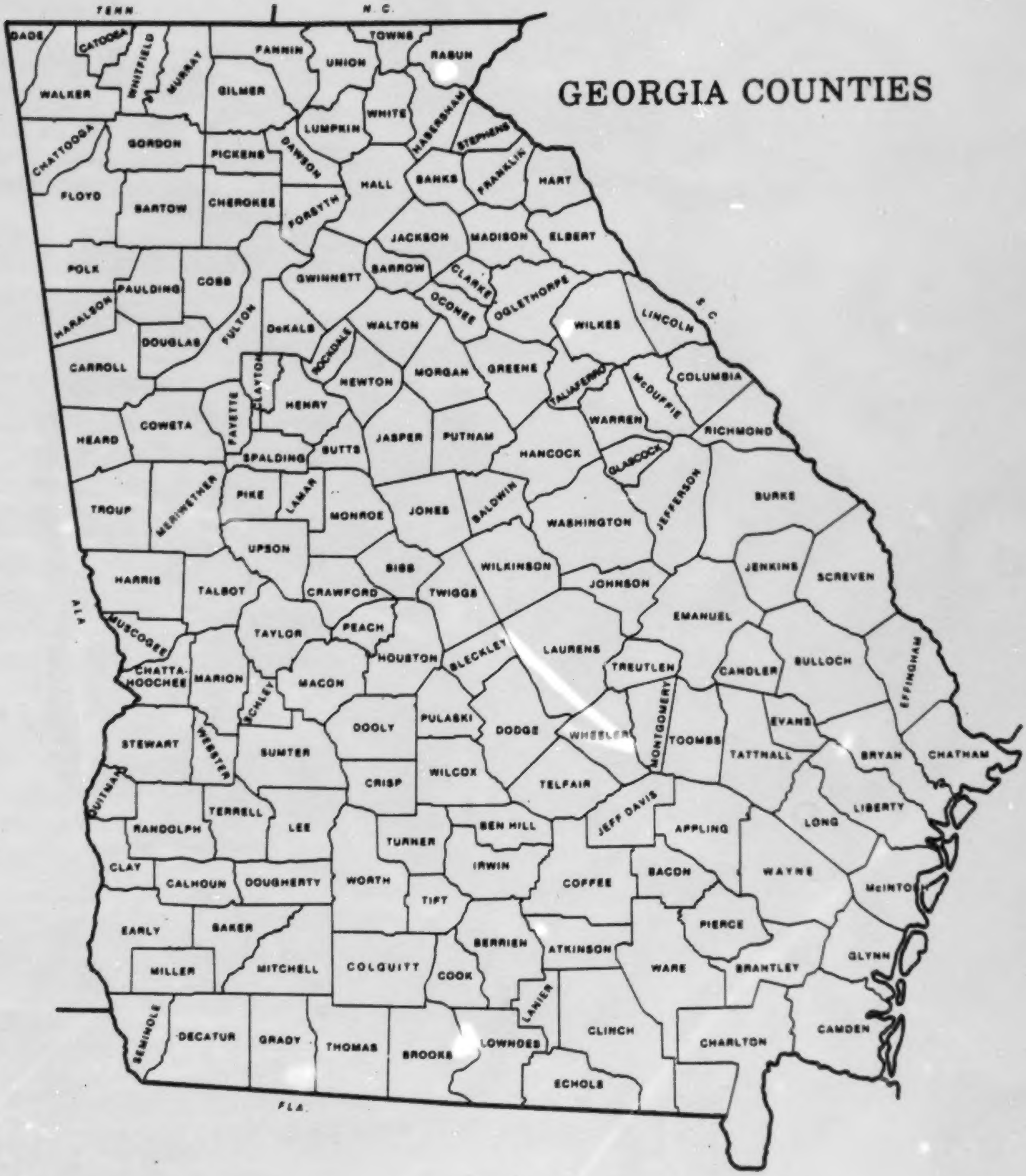
GEORGIA COUNTIES
TENN.
N. C.
S. C.
ALA
FLA.
DADE
CATOOSA
WHITFIELD
MURRAY
FANNIN
UNION
TOWNS
RABUN
WALKER
GILMER
WHITE
HABERSHAM
STEPHENS
LUMPKIN
DAWSON
CHATTOOGA
GORDON
PICKENS
FRANKLIN
HALL
BANKS
HART
FLOYD
BARTOW
CHEROKEE
FORSYTH
JACKSON
MADISON
ELBERT
POLK
PAULDING
COBB
GWINNETT
BARROW
CLARKE
OGLETHORPE
HARALSON
FULTON
DeKALB
WALTON
OCONEE
WILKES
LINCOLN
DOUGLAS
ROCKDALE
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
WARREN
RICHMOND
HEARD
COWETA
JASPER
PUTNAM
HANCOCK
SPALDING
BUTTS
GLASCOCK
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
BALDWIN
WASHINGTON
JEFFERSON
BURKE
UPSON
BIBB
WILKINSON
JENKINS
SCREVEN
HARRIS
TALBOT
CRAWFORD
TWIGGS
JOHNSON
EMANUEL
MUSCOGEE
TAYLOR
PEACH
LAURENS
CHATTAHOOCHEE
MARION
SCHLEY
MACON
HOUSTON
BLECKLEY
TREUTLEN
CANDLER
BULLOCH
EFFINGHAM
STEWART
WEBSTER
SUMTER
DOOLY
PULASKI
DODGE
WHEELER
MONTGOMERY
TOOMBS
EVANS
TATTNALL
BRYAN
CHATHAM
QUITMAN
CRISP
WILCOX
TELFAIR
RANDOLPH
TERRELL
LEE
TURNER
BEN HILL
JEFF DAVIS
APPLING
LONG
LIBERTY
CLAY
CALHOUN
DOUGHERTY
WORTH
IRWIN
COFFEE
BACON
WAYNE
McINTOSH
TIFT
EARLY
BAKER
PIERCE
BERRIEN
ATKINSON
MILLER
MITCHELL
COLQUITT
COOK
WARE
BRANTLEY
GLYNN
LANIER
SEMINOLE
DECATUR
GRADY
THOMAS
BROOKS
LOWNDES
CLINCH
CHARLTON
CAMDEN
ECHOLS

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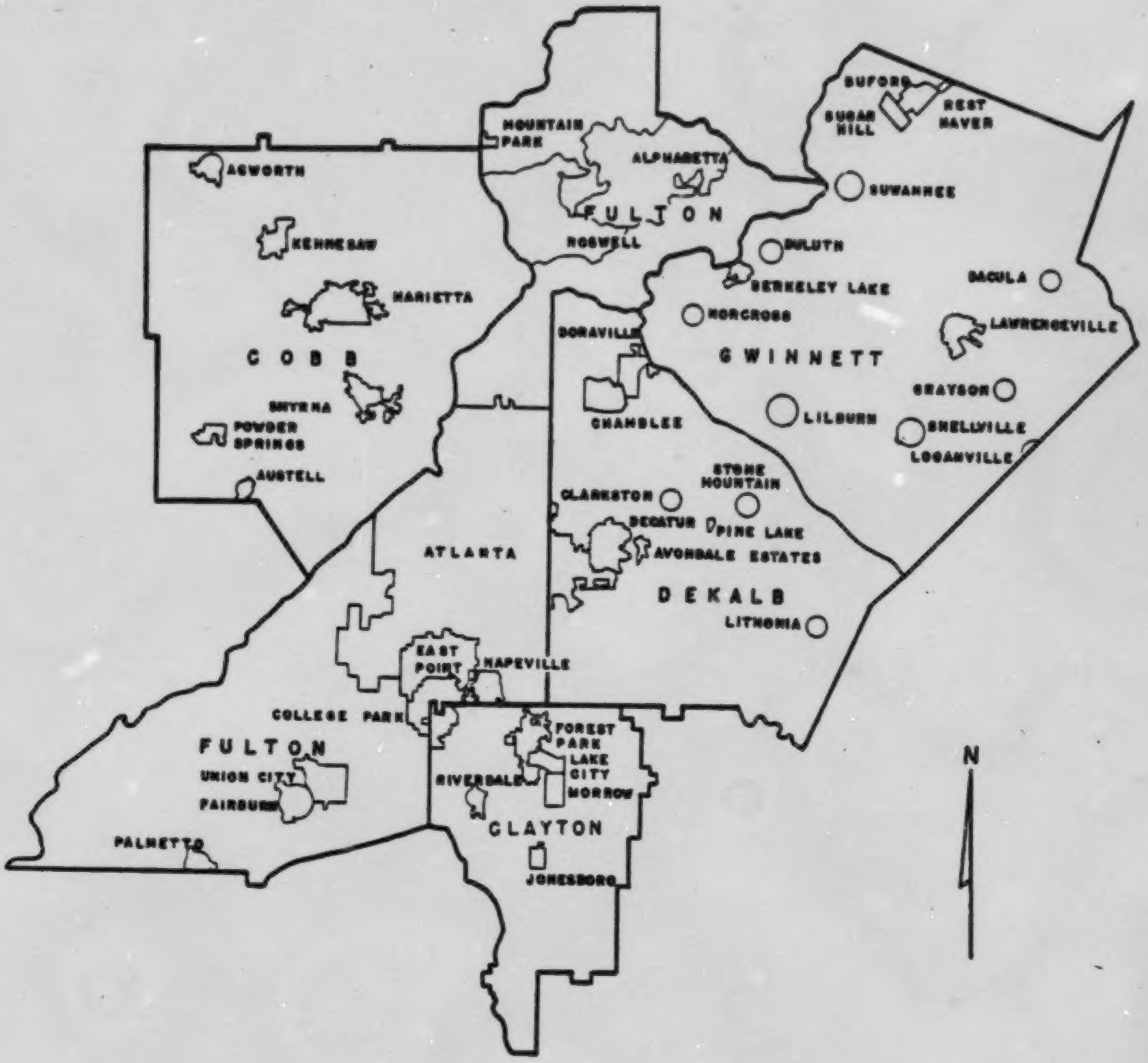
MOUNTAIN PARK
ALPHARETTA
FULTON
ROSWELL
BUFORD
SUGAR HILL
REST HAVEN
SUWANNEE
DULUTH
BERKELEY LAKE
DACULA
NORCROSS
LAWRENCEVILLE
DORAVILLE
GWINNETT
GRAYSON
CHAMBLEE
LILBURN
SNELLVILLE
LOGANVILLE
ACWORTH
KENNESAW
MARIETTA
COBB
SMYRNA
POWDER SPRINGS
AUSTELL
STONE MOUNTAIN
CLARKSTON
DECATUR
PINE LAKE
AVONDALE ESTATES
ATLANTA
DEKALB
LITHONIA
EAST POINT
HAPEVILLE
COLLEGE PARK
FULTON
UNION CITY
FAIRBURN
PALMETTO
FOREST PARK
LAKE CITY
MORROW
RIVERDALE
CLAYTON
JONESBORO
N

ATLANTA REGION
METROPOLITAN PLANNING DISTRICT

SHOWING MUNICIPAL AND COUNTY BOUNDARIES

ATLANTA REGION METROPOLITAN PLANNING COMMISSION

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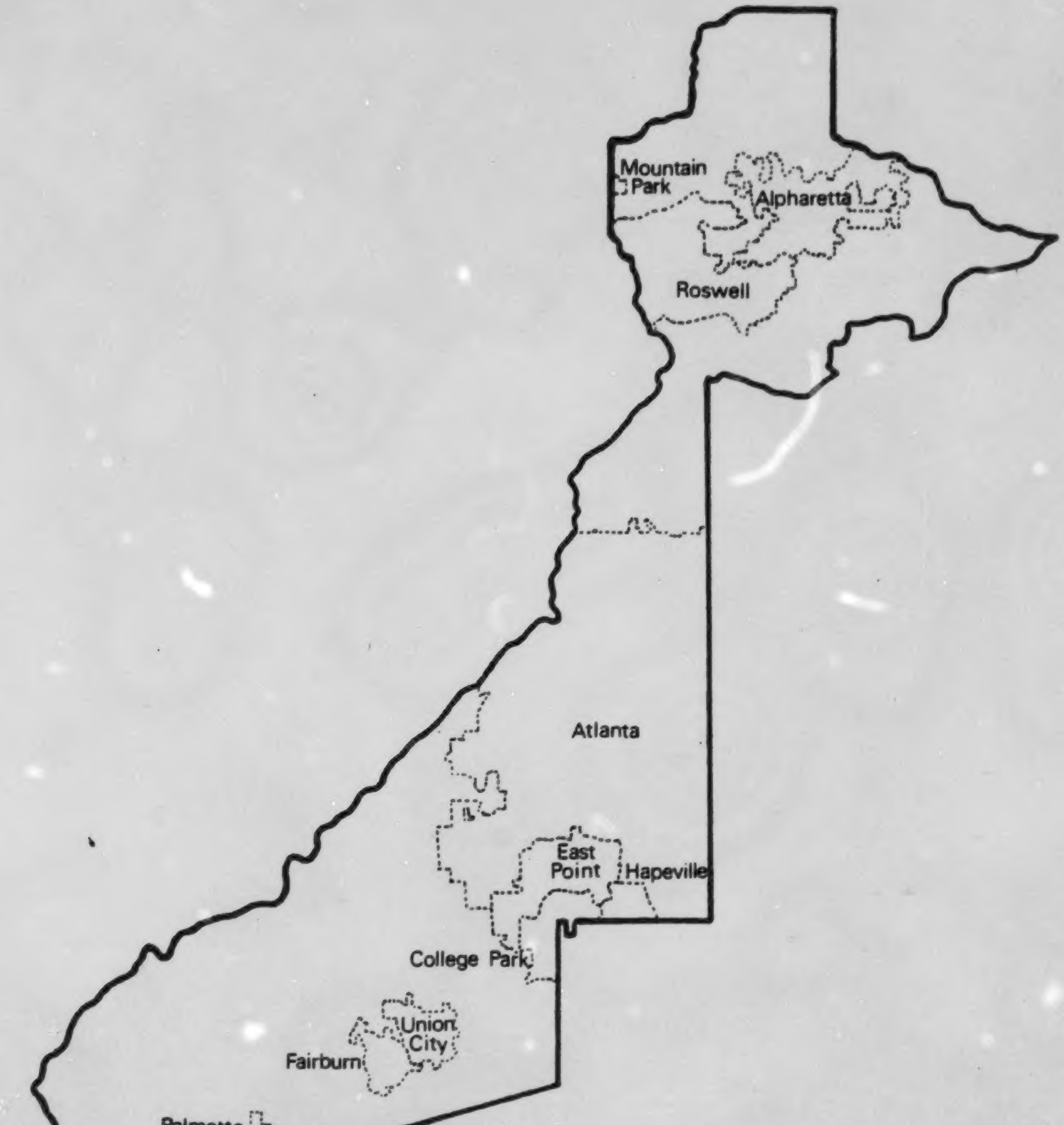
Mountain Park
Alpharetta
Roswell
Atlanta
East Point
Hapeville
College Park
Union City
Fairburn
Palmetto

WRITE A LETTER INVITING A FRIEND OR RELATIVE FROM ANOTHER PART OF THE STATE, OR FROM ANOTHER STATE, TO COME VISIT FULTON COUNTY (OR YOUR CITY) FOR THE FIRST TIME.

DESCRIBE SOME OF THE EXCITING THINGS TO DO OR SEE WHILE HERE.

YOU MIGHT ALSO TELL ABOUT IMPORTANT PRODUCTS MADE LOCALLY, FAMOUS PEOPLE, THE HISTORY OF THIS AREA, OR OTHER INFORMATION OF INTEREST.

Dear Jane,
I hope that
you can come
to the

Dear ____________________,

Sincerely,

____

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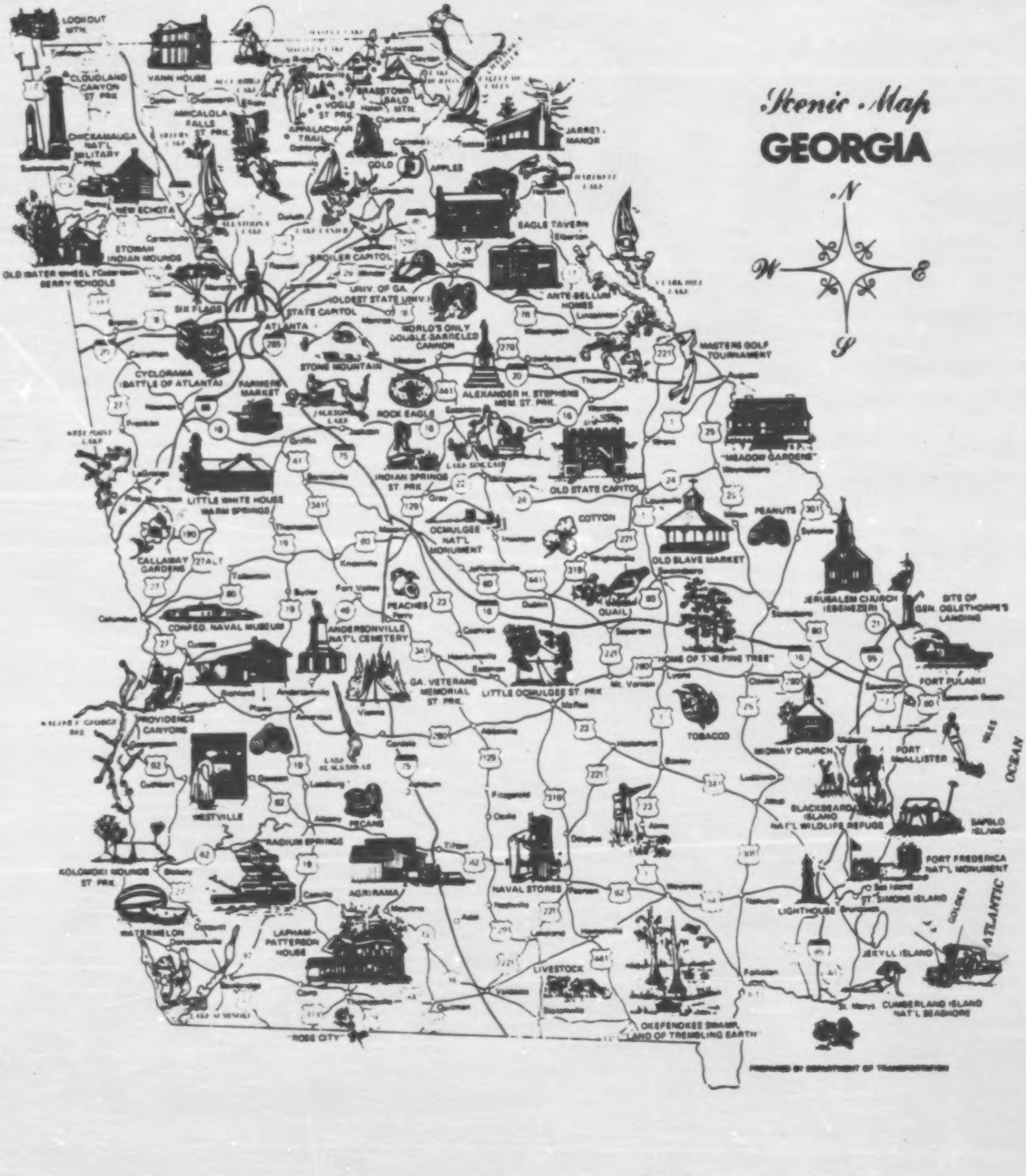
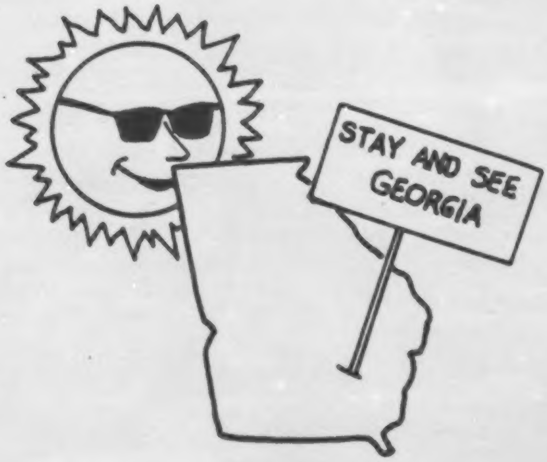

Scenic Map
GEORGIA
N
W
E
S
LOOKOUT MTN.
VANN HOUSE
CLOUDLAND CANYON ST. PRK.
CHICKAMAUGA NAT'L MILITARY PRK.
AMICALOLA FALLS ST. PRK.
BRASSTOWN BALD MTN.
VOGLE ST. PRK.
APPALACHIAN TRAIL
JARRETT MANOR
GOLD
APPLES
NEW ECHOTA
ETOWAH INDIAN MOUNDS
OLD WATER WHEEL
BERRY SCHOOLS
BROILER CAPITOL
EAGLE TAVERN
UNIV. OF GA. (OLDEST STATE UNIV.)
ANTE-BELLUM HOMES
SIX FLAGS
STATE CAPITOL
ATLANTA
WORLD'S ONLY DOUBLE-BARRELED CANNON
MASTERS GOLF TOURNAMENT
STONE MOUNTAIN
CYCLORAMA (BATTLE OF ATLANTA)
FARMERS MARKET
ALEXANDER H. STEPHENS MEM. ST. PRK.
ROCK EAGLE
"MEADOW GARDENS"
LITTLE WHITE HOUSE WARM SPRINGS
INDIAN SPRINGS ST. PRK.
OLD STATE CAPITOL
OCMULGEE NAT'L MONUMENT
COTTON
PEANUTS
CALLAWAY GARDENS
OLD SLAVE MARKET
JERUSALEM CHURCH (EBENEZER)
SITE OF GEN. OGLETHORPE'S LANDING
PEACHES
QUAIL
CONFED. NAVAL MUSEUM
ANDERSONVILLE NAT'L CEMETERY
"HOME OF THE PINE TREE"
FORT PULASKI
GA. VETERANS MEMORIAL ST. PRK.
LITTLE OCMULGEE ST. PRK.
PROVIDENCE CANYONS
TOBACCO
MIDWAY CHURCH
FORT McALLISTER
OCEAN
WESTVILLE
PECANS
BLACKBEARD ISLAND NAT'L WILDLIFE REFUGE
SAPELO ISLAND
RADIUM SPRINGS
KOLOMOKI MOUNDS ST. PRK.
AGRIRAMA
NAVAL STORES
FORT FREDERICA NAT'L MONUMENT
ST. SIMONS ISLAND
LIGHTHOUSE
ATLANTIC
WATERMELON
LAPHAM-PATTERSON HOUSE
LIVESTOCK
JEKYLL ISLAND
OKEFENOKEE SWAMP, LAND OF TREMBLING EARTH
CUMBERLAND ISLAND NAT'L SEASHORE
ROSE CITY
Columbus
Macon
Augusta
Savannah
Dublin
Valdosta
PREPARED BY DEPARTMENT OF TRANSPORTATION

420

GEORGIA VACATIONLAND

1. Georgia motorists often see a sign saying "Stay and See Georgia" on billboards along the highways. Why are these signs put up?



2. If you were a state official, and wanted to attract more tourists from northern states to visit Georgia for a winter vacation, decide what things you would say and compose an advertisement that might make notherners what to come to Georgia during the winter months.

3. Many people from northern and midwestern states, as well as Canada, take winter vacations and come south—especially to Florida. Look at a road map of the United States and identify the major interstate highway routes to Florida. Also note how many of these go through Georgia.

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4. Identify the regions of the United States and Canada from which visitors to Florida would travel through Georgia if driving by automobile.

5. Using a highway map of Georgia, or promotional literature about Georgia, identify scenic, historic, and other attractions near these routes to Florida you would particularly try to get Florida-bound vacationers to stop and see.

6. How many of these sites or attractions have you personally visited?

7. Most visitors to Georgia spend their money at hotels, motels, restaurants, and attractions owned by private individuals instead of the government. Why would state, county, and city governments want to attract out-of-state visitors to come to Georgia for their vacations or conventions, and why would they want to encourage Georgia citizens to stay in Georgia for their recreation and vacations?

8. Can you think of any problems that might occur by encouraging out-of-state visitors to come vacation in Georgia?

9. What problems do we have today that will probably cause most people to take vacations closer to home?

10. What attractions in the Atlanta area should be advertised to encourage national organizations to hold their conventions here?

11. Based on the attractions cited above, plus any other information, compose an advertisement about the Atlanta area that would make people from other parts of the United States want to come to Atlanta.

12. On a large piece of posterboard or paper, draw an outline of Georiga and make a collage suggesting the various attractions of the state and where they are located. For instance, along Georgia's coastline, you might use photographs of people on the beach. Photos of Atlanta, old homes, farms, mountains, etc. can also be used.

LESSON 7

LESSON TOPIC: Why We Pay Taxes

GRADE LEVEL: 5

CONCEPTS: Tax

TERMS: Funds, income tax, property tax, revenue, sales tax

MATERIALS: I.C.E. glossary; handouts "Life Without Taxes," "Types of Taxes," "Georgia's Tax Dollar," "Mayor State Taxes in Georgia," "Major Local Taxes in Georgia," and "You and Your Taxes;" local newspaper.

Optional filmstrip: *Why We Have Taxes: The Town That Had No Policemen* (Learning Corporation of America).

OBJECTIVES: Students will be able to:

1. Define the term "tax."
2. Identify the three most important taxes Georgia citizens pay (sales, income, and property), specifically recognizing the sales tax as a tax that all students pay.
3. Identify important governmental services paid for by taxes, and what life would be like if there were no taxes.

PROCEDURES:

1. Ask how many students in the class are taxpayers. Generally, few students at first will recognize that they are taxpayers each time they make any purchase over 10 cents.
2. Ask students for a definition of "tax," and record the answer on the board. Then, turn to the I.C.E. glossary and compare their answer to the glossary's definition.
3. Explain that all governments–cities, counties, states, and nation–have to raise money to pay the salaries of all the workers who provide services to people (such as teachers, police, and soliders), as well as pay for the cost of building highways, schools, hospitals, and other facilities. Government calls the money it raises "revenue". While there are a few countries that have great natural resources they can sell to raise revenue (such as the oil producing countries of the Middle East), most nations have to rely on taxes for their revenue. Ask students, "If government gets its revenue from taxes, where do you get your revenue?" ["allowances or small jobs such as babysitting or mowing the grass"].
4. If available, show students the filmstrip, *Why We Have Taxes: The Town That Had No Policemen.*
5. Using the accompanying handouts, "Life Without Taxes," discuss what our community, state, and nation would be like without taxes. For instance, without taxes, either (1) services such as schools, police, and fire protection would have to be eliminated, or (2) every time a person used a service, he or she would have to pay a fee to cover the full cost.
6. Using the handout "Types of Taxes," illustrate the four major categories of taxes citizens pay in America: the property tax, the sales tax, the income tax, and miscellaneous taxes. Identify which levels of government primarily rely on which tax (i.e., city and counties primarily rely on the property tax; state government relies primarily on the sales and income tax; and federal government relies most heavily on the income tax).

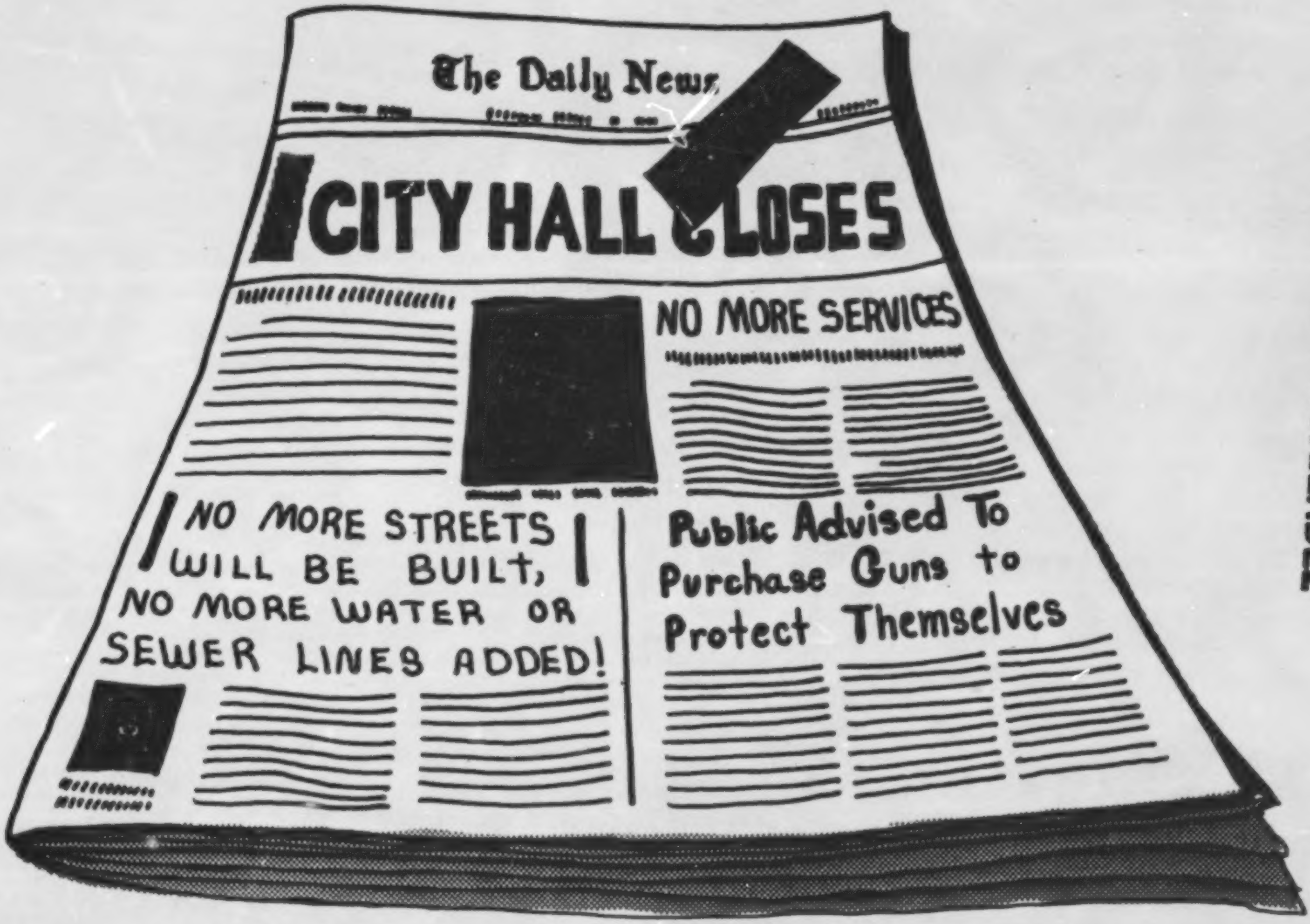
7. With the accompanying pie graph, show where Georgia's tax money comes from. Explain how a pie graph works by developing a pie graph concerning something relating to the class (e.g., color of students' clothes, brand of car, etc.). Refer to "A Teacher's Guide to Using Graphs in the Social Studies Classroom" in the introduction to this manual for more ideas on teaching about the pie graph.

8. Explain that if the voters of a city or county in Georgia give approval, a city or county may also have a 1 cent sales tax on each dollar spent in that city or county. Presently, neither Fulton County nor any of its cities have this additional 1 cent sales tax. However, throughout Fulton County, there is a special 1 cent sales tax on each dollar spent to help pay for MARTA.

9. Using the resource information on state and local taxes, explain how these taxes are applied. Then, using the student worksheet "You and Your Taxes," have student compute the taxes that would be owed in each instance.

10. Have students reveiw the newspaper for articles about local, state, or federal taxes, and post copies of any articles on the class bulletin board.

LIFE WITHOUT TAXES


The Daily News
CITY HALL CLOSES
NO MORE SERVICES
NO MORE STREETS WILL BE BUILT, NO MORE WATER OR SEWER LINES ADDED!
Public Advised To Purchase Guns to Protect Themselves

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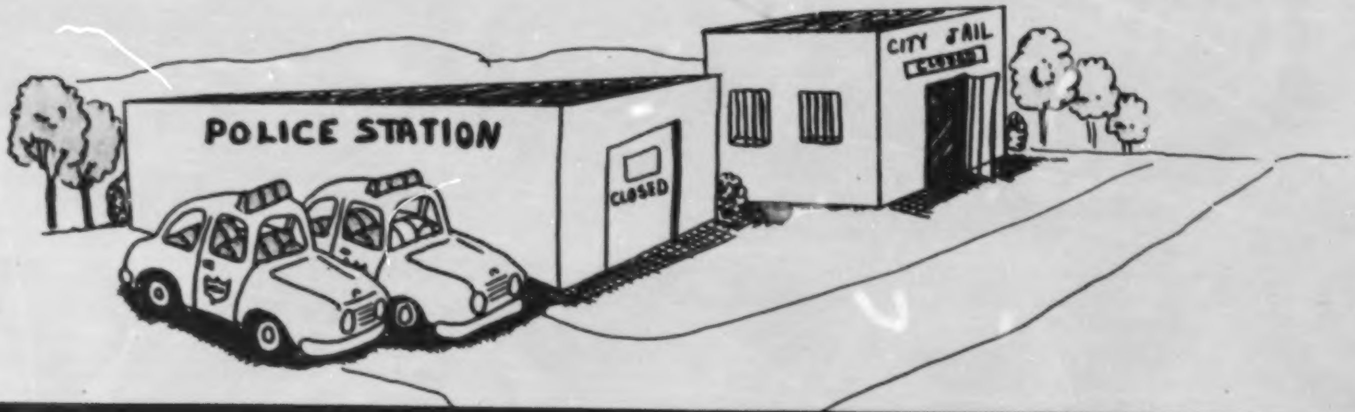
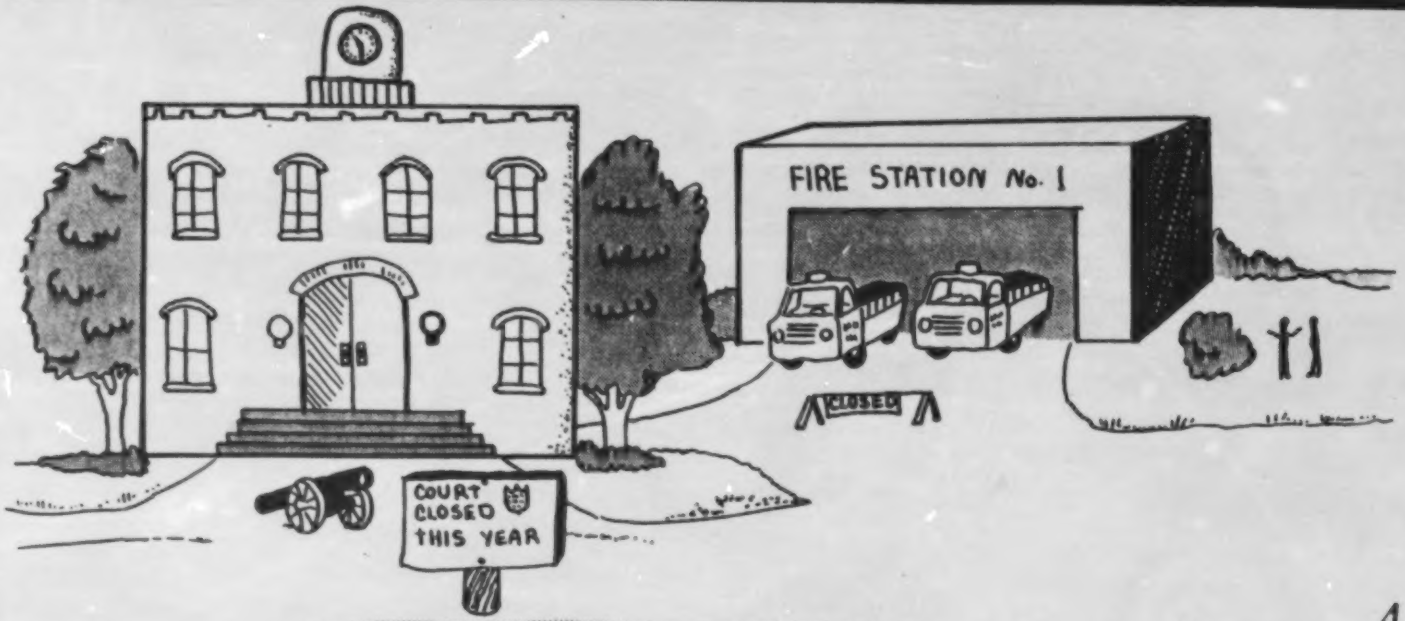
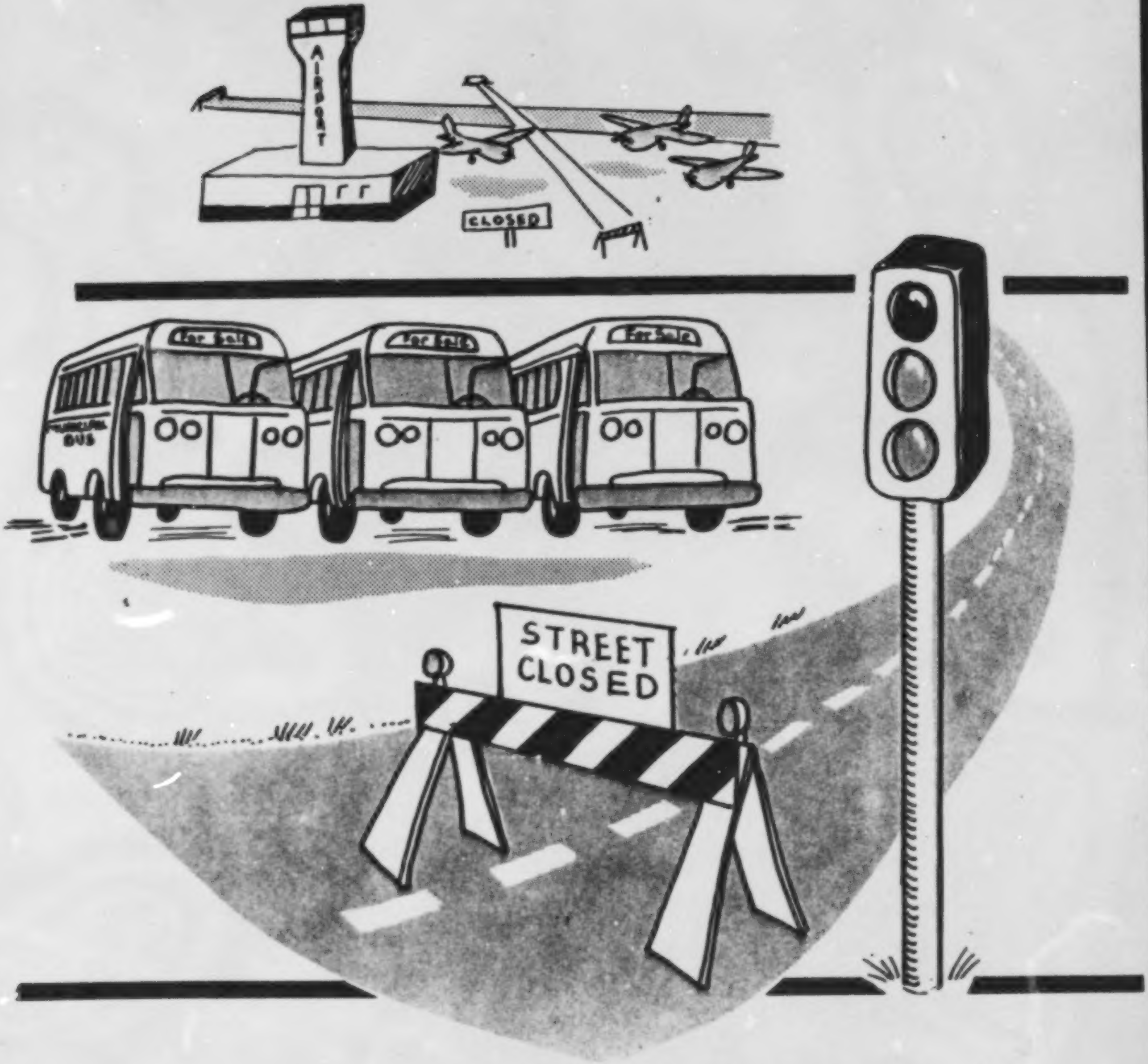
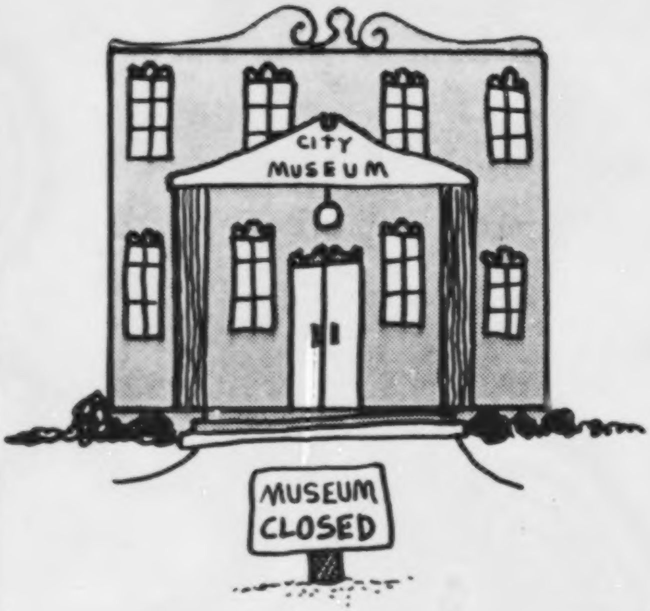

POLICE STATION
CLOSED
CITY JAIL
CLOSED

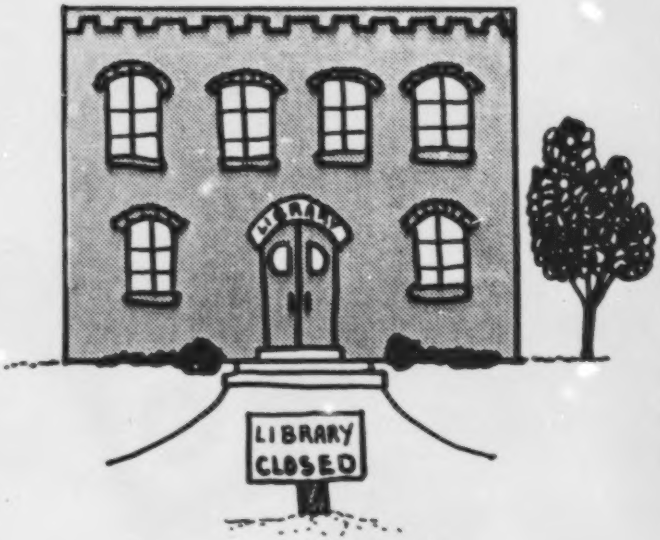

FIRE STATION No. 1
CLOSED
COURT CLOSED THIS YEAR

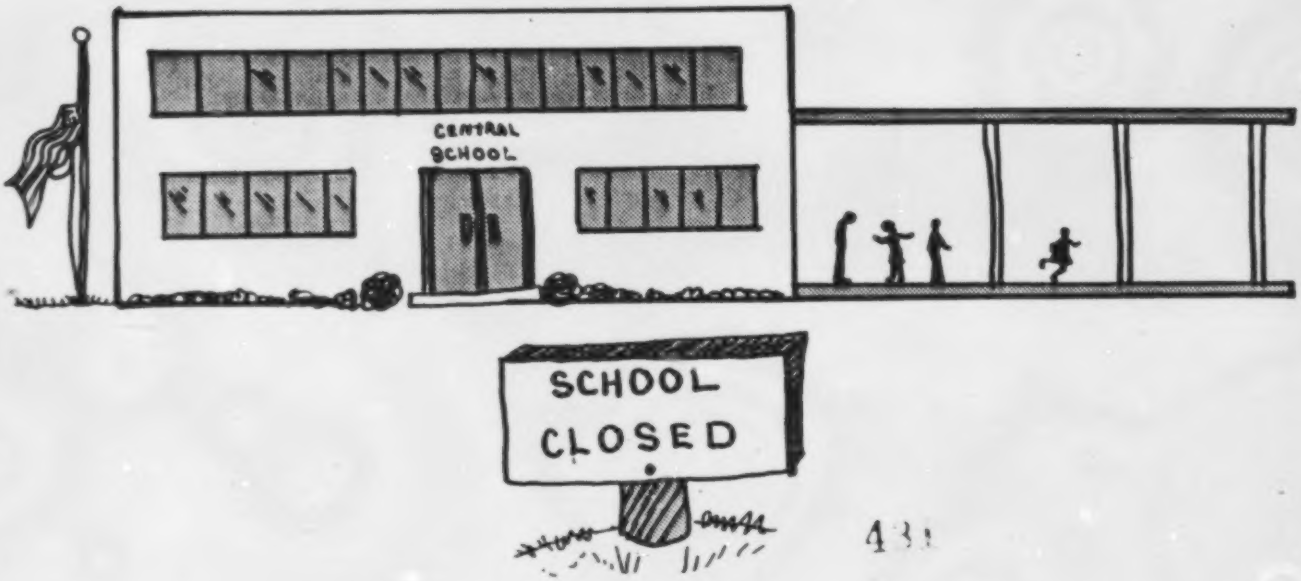
429

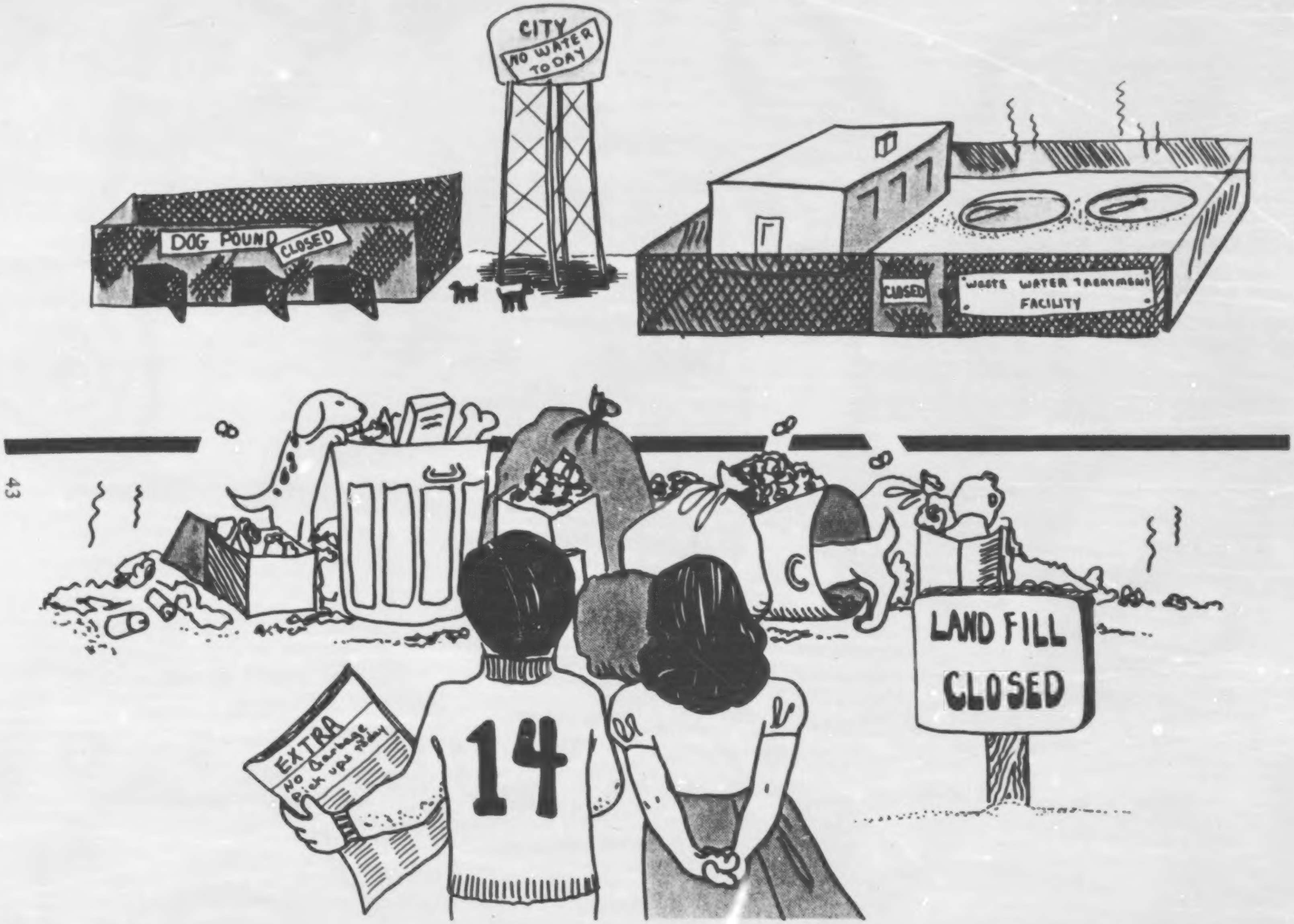
428


AIRPORT
CLOSED
For Sale
For Sale
For Sale
BUS
STREET CLOSED

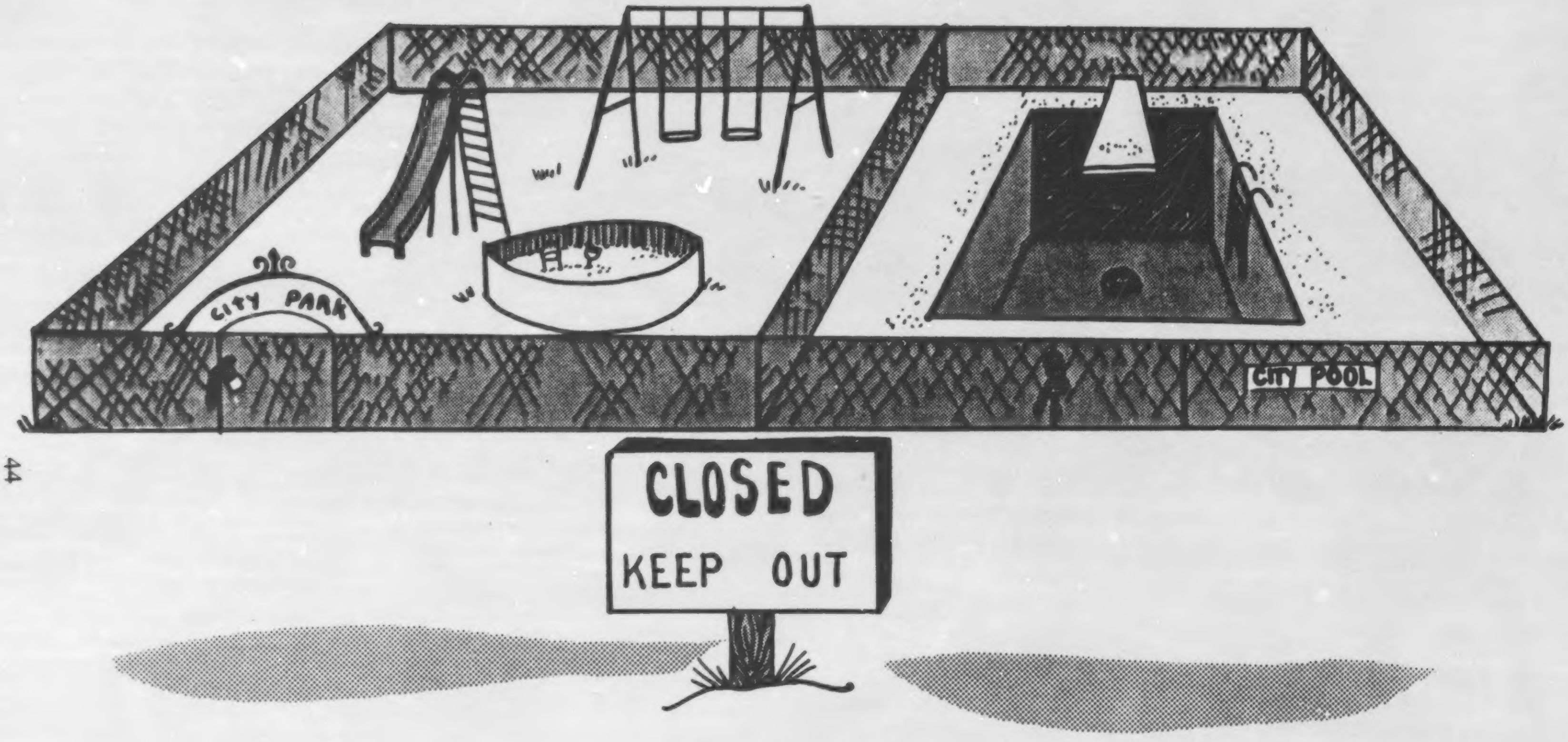

CITY MUSEUM
MUSEUM CLOSED

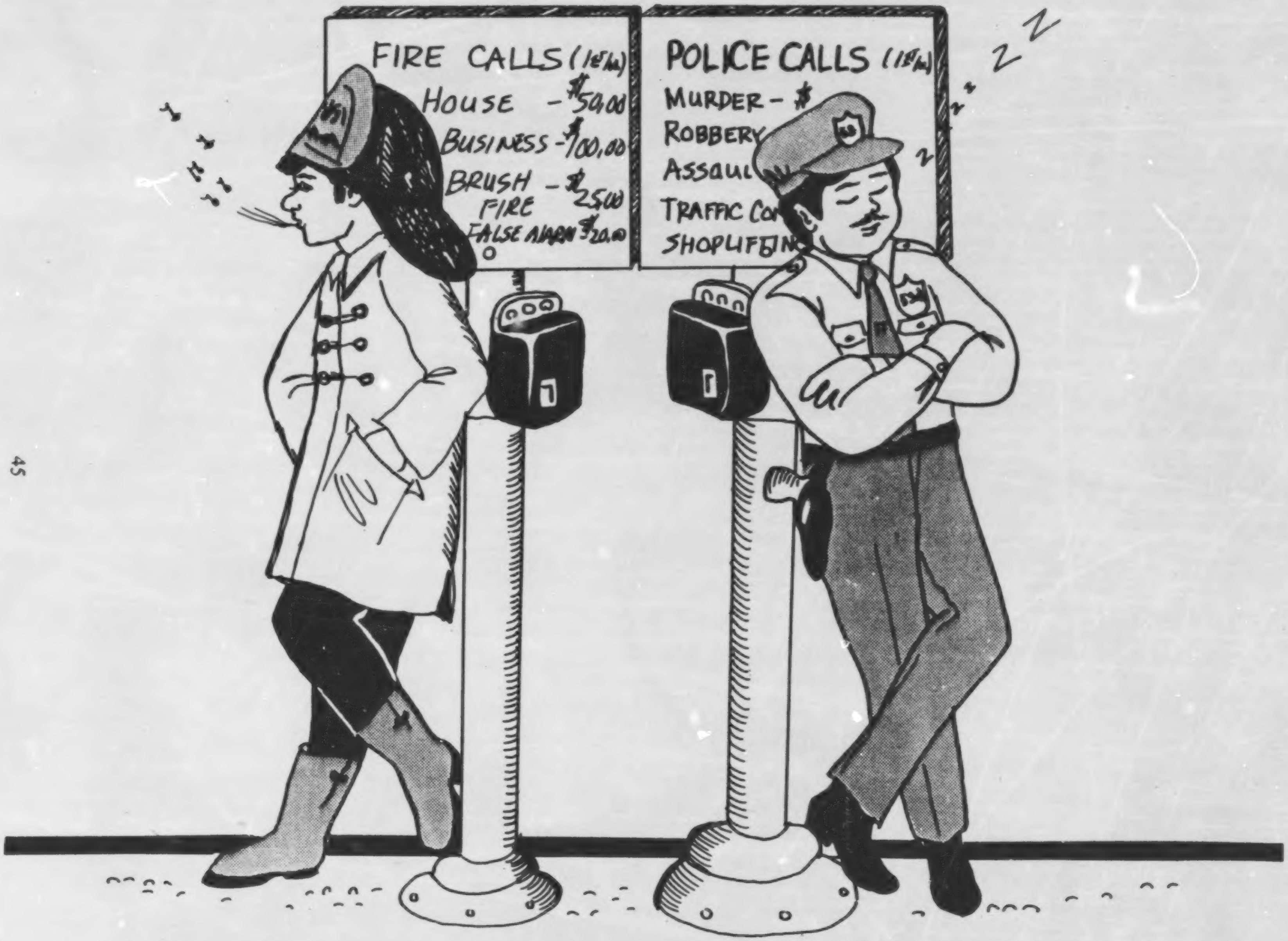

LIBRARY
LIBRARY CLOSED

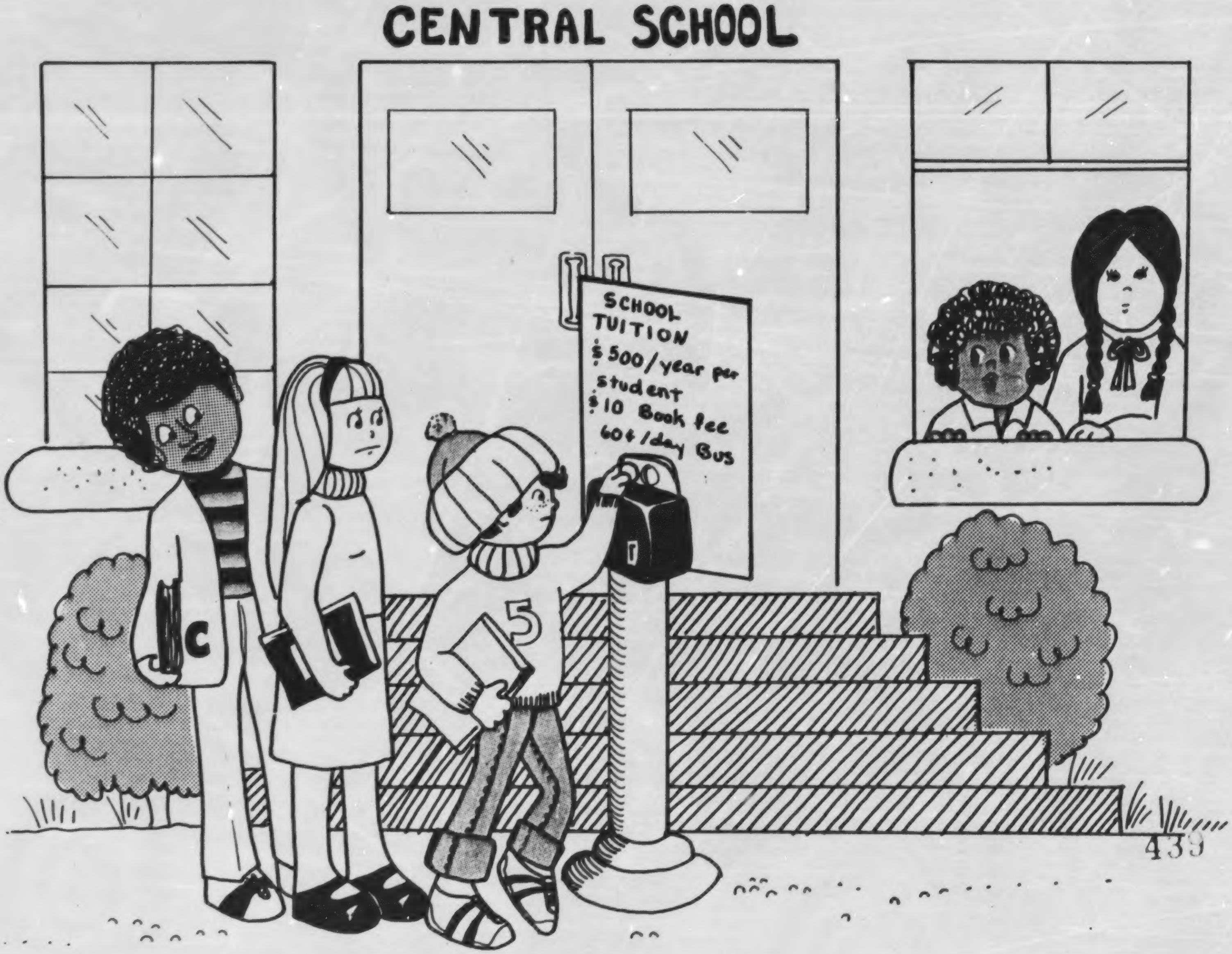

CENTRAL SCHOOL
SCHOOL CLOSED

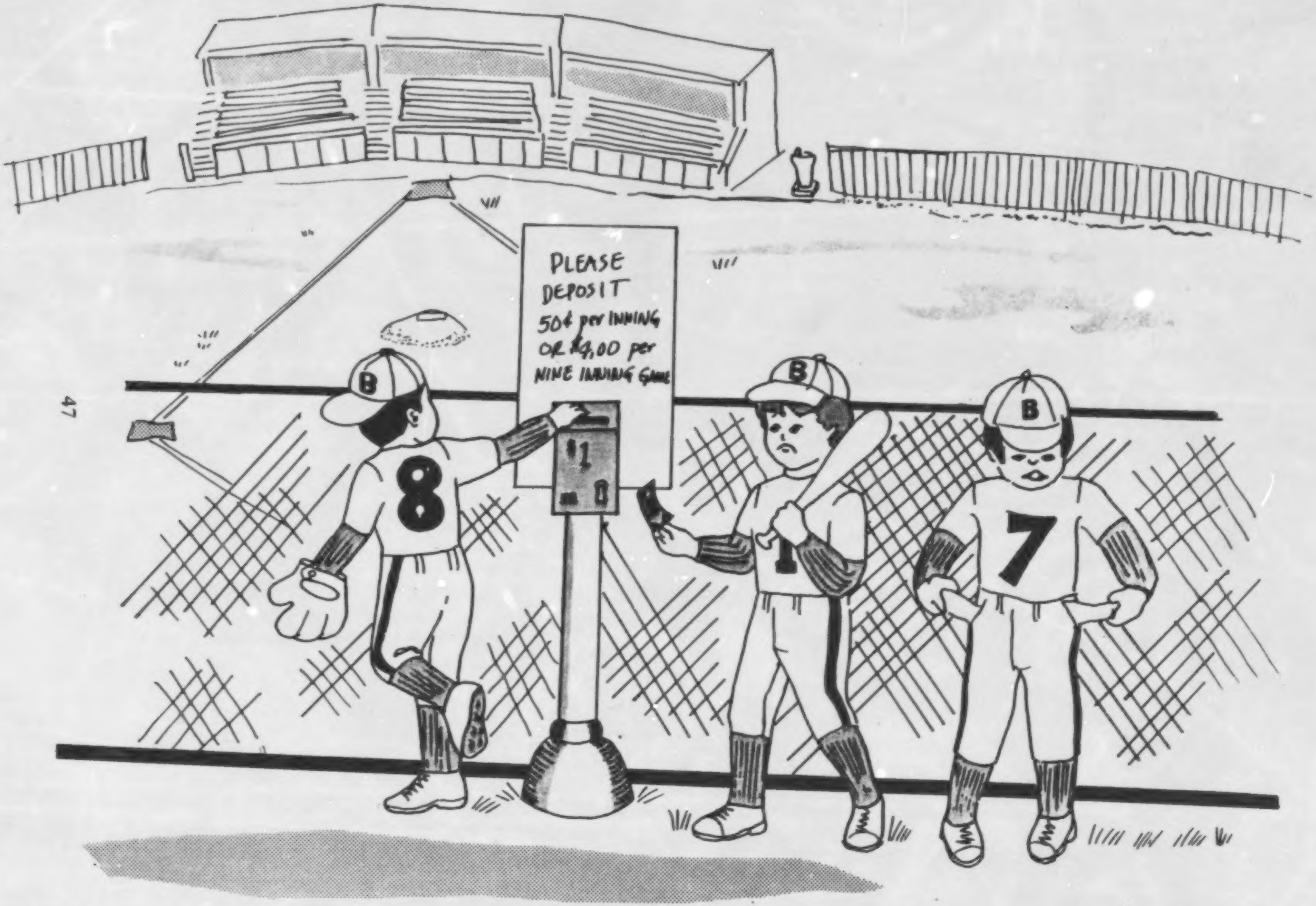

CITY
NO WATER TODAY
DOG POUND
CLOSED
CLOSED
WASTE WATER TREATMENT FACILITY
EXTRA
No Garbage Pick ups today
14
LAND FILL CLOSED

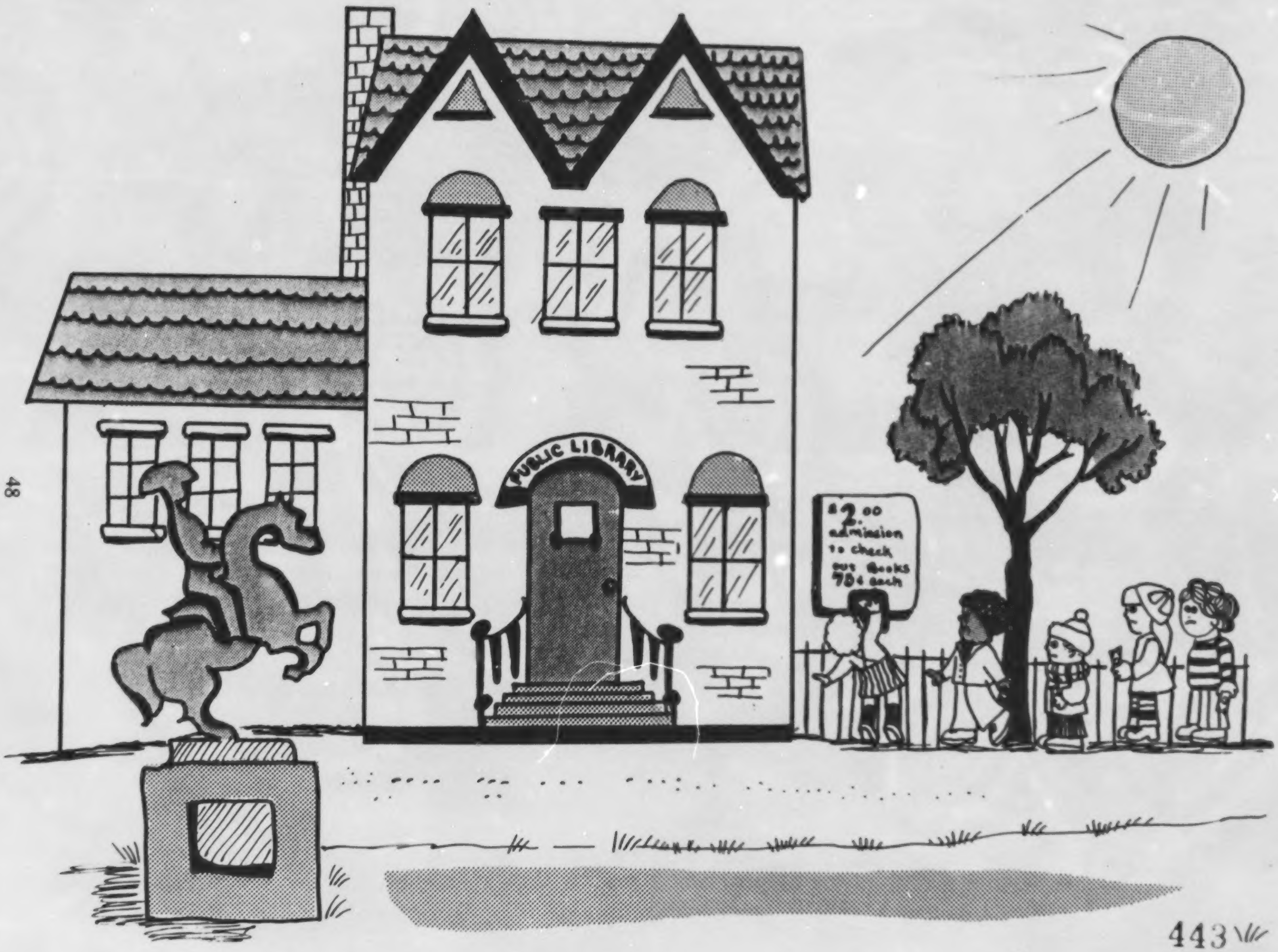
44


CITY PARK
CITY POOL
CLOSED
KEEP OUT


FIRE CALLS (1st hr)
HOUSE - $50.00
BUSINESS - $100.00
BRUSH FIRE - $25.00
FALSE ALARM $20.00
POLICE CALLS (1st hr)
MURDER - $
ROBBERY
ASSAUL
TRAFFIC CO
SHOPLIFTIN
Z Z Z


CENTRAL SCHOOL
SCHOOL TUITION
$500/year per student
$10 Book fee
60¢/day Bus
C
5

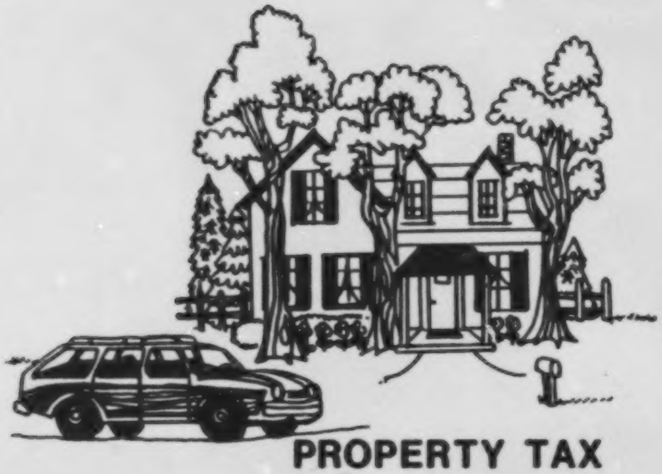

PLEASE DEPOSIT 50¢ per INNING OR $4,00 per NINE INNING GAME
$1
B
B
B
8
1
7


PUBLIC LIBRARY
$2.00 admission to check out Books 75¢ each

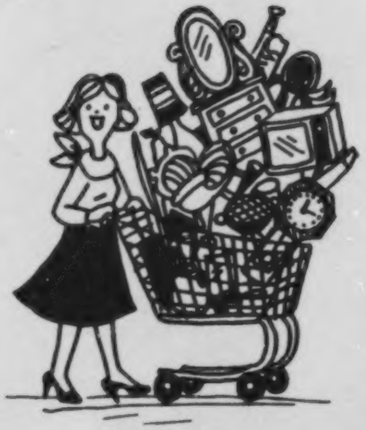
443

442

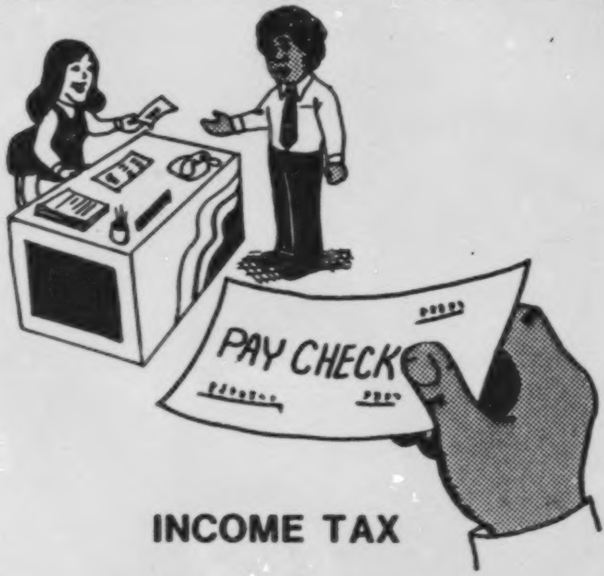
TYPES OF TAXES



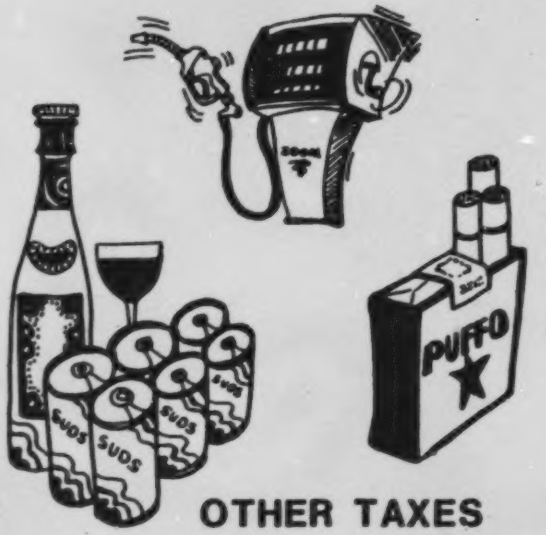
PROPERTY TAX



SALES TAX



INCOME TAX


SUDS
SUDS
SUDS
PUFFO

OTHER TAXES

MAJOR STATE TAXES IN GEORGIA
(In Order of Revenue Produced)

SALES AND USE TAX

The Sales and Use tax was begun in March, 1951, in Georgia at the present 3% statewide rate. Georgia was the 30th state to use this tax source and there are presently 45 states using it. This tax has been the largest state revenue source since it was adopted and presently produces one-third of the state generated revenue.

An additional 1% was added in Fulton and DeKalb counties as a dedicated revenue for the construction and operation of the Metropolitan Atlanta Rapid Transit Authority. More than ninety million dollars were collected for M.A.R.T.A. in the past fiscal year by the Revenue Department. A 1% Local Option Sales Tax also generated one hundred and thirty-nine million dollars of revenue for eighty-two local areas in the past fiscal year.

The Sales and Use tax has been a consistent revenue source with only minor changes in the law since its inception. About 80% of the Georgia Personal Income is represented in the collections of this tax each year. Although this is an overall proportional tax, most people agree that it is slightly regressive in that lower income households spend a larger percentage of their income on items subject to the sales tax than do higher income households.

INDIVIDUAL INCOME TAX

The individual income tax was initiated in 1929 and for two years was assessed at one third of the federal rate. A graduated system was begun in 1931 and revised in 1937 to essentially the present graduated scale used by the Georgia joint filer today. Several refinements such as withholding, estimated tax, and new graduated schedules for certain types of filers have been introduced over the years.

This tax, unlike sales and motor fuel, was handicapped at creation and only allowed to tax the affluent incomes. The basic allowance (exemptions and deductions) relieved all but a small percentage of the Georgia families from paying state income taxes. With the inflationary rise of income, the basic non-taxable income allowances becomes a smaller percentage of this income so that today two-thirds of the Georgia families pay state income taxes.

Families with incomes below $6,000 do not owe personal income taxes and those above this level are subject to the 1% to 6% graduated tax scale. The 1977 returns show that 43% of the average Georgian's income was subject to an average 4.1% rate of income taxation for an effective tax rate of 1.8% of total personal income. The 1964 effective tax rate was less than 0.7% with only 25% of the average Georgian's income being subject to a 2.7% average rate of taxation.

The individual income tax is considered to be "levered" because it changes 1.8 times the change of income activity.

MOTOR FUEL TAX

The Motor Fuel tax is the oldest major tax presently in use. Georgia was one of ten states that adopted this tax source in 1921. Five states had initiated the use of Motor Fuel taxation in 1919 and 1920. All states (48 back then) began motor fuel taxation by 1929 and this was the largest state tax in Georgia and most other states until after World War II.

The motor fuel tax rate was increased one cent per gallon in June 1971 to 7½ cents for the first change in 16 years. A rate of 7 cents per gallon was in effect in January 1950 so that in 24 years the rate has increased less than 8%.

After being the state's top revenue source for three decades, the new 3% sales tax pushed motor fuel back to number two during the 1950's and 1960's. The individual income tax with its graduated scale and aided by an inflationary rise of incomes finally relegated motor fuel to the number three position in the 1970's. In spite of its less lofty position on the team, this hard-working motor fuel tax generates as much state revenue today as the whole tax system could produce in the early 1950's..

CORPORATE INCOME TAX

The corporation income tax was initiated in 1929 and for two years was assessed at one third of the federal rate. The rate was changed to: 4% in 1931; 5½% in 1937; 7½% in 1949 - 50 (temporarily); 5½% in 1951; 4% in 1955 with Federal taxes no longer deductible; 5% in 1964; and the present 6% went into effect in 1969.

The corporation income tax has been a major tax source since its inception by the state. It has been the fourth largest state revenue producer for over two decades. A corporation license (or franchise) tax is administered in conjunction with the income tax program.

TOBACCO TAXES

The taxation of cigars and cigarettes was begun in 1923 by Georgia. The rate had gradually increased to 5 cents per pack by 1955, in 1964 it was raised to 8 cents, and in March 1971 to the present 12 cents per pack. Most states have increased cigarette taxes very fast in the last fifteen years so the Georgia rate has remained approximately average. The revenue from this tax is over 3% of the Department's collections and almost equals the combined state collections of liquor, beer and wine.

LIQUOR BEER AND WINE TAXES

The sale of alcoholic beverages was begun in the mid 1930's after Prohibition was repealed nationally. The local option concept prevails in Georgia regarding licensing and sale of alcoholic beverages. This means that any city or county which wants to provide for the licensing of distilled spirits can do so only after holding a public election, to determine whether the citizens want it. If they don't, then the question is dropped for two years at which time another election may be held. If the vote indicates that the citizens do want to license the sale of spirits in their area, then sale and manufacture in the area is permitted, provided the manufacturer, wholesaler, or retailer has obtained a current valid license from the State Revenue Department, after obtaining all necessary licenses from the city or county in which the licensee will have his place of business.

MOTOR VEHICLE TAGS AND TITLES

The motor vehicle license law began in 1910 and a title law was added in 1963. A title is to a motor vehicle what a deed is to a piece of real estate. The law requires you to secure a title at the time your vehicle is purchased.

Non-residents who move to Georgia permanently, as opposed to those who are merely sojourning, must purchase a Georgia tag within seven (7) days after establishing their residence in Georgia. Persons employed on a temporary basis in Georgia or just passing through are not required to register their vehicles if they remain in the state for less than 30 consecutive days. Military personnel are not required to register vehicles in Georgia as long as they display valid licenses from their home states. However they may purchase Georgia plates if they wish. Out-of-state students may use vehicles in Georgia without having to purchase a tag, provided they display valid licenses from their home states.

Application for tags and/or decals for all vehicles, and payment for ad valorem taxes are made through the county tag agent. The county tag agent is the county tax commissioner or tax collector. The county tag agent issues all the tags or renewal decals except those for certain large trucks, which are issued by the Department of Revenue. Applications for title may be submitted to the county tag agent or to the Department of Revenue.

Each license tag application must be filed in the county of legal residence of the person who owned the vehicle on January 1. If the vehicle is used in connection with some established business enterprise located in another county, the license application must be filed in the county where the business is located. Motor vehicles owned by non-Georgia residents must be registered in the county where they are situated.

By law, the tax collector or tax commissioner of each county is charged with the duties of tag agent. Any inquiries or needs concerning motor vehicle registration and licensing should be directed to the tag agent in your county. Application for a renewal decal on an existing tag must be made between January 1 and April 1 each year - the earlier the better.

SOURCE Georgia Department of Revenue, *1980 Statistical Report.*

MAJOR LOCAL TAXES IN GEORGIA

PROPERTY TAX

The ad valorem property tax is the primary source of revenue for local governmental units in Georgia, including cities, counties, and school districts. In addition, a small amount of property tax revenue goes into the State Treasury. County and city tax officials collect and administer the tax, but the State Revenue Commissioner exercises some supervisory authority to assure that the tax is administered uniformly throughout the state and in accordance with the law.

The ad valorem tax is based upon the "value" of the real and personal property which is subject to the tax. By law, all property is valued, or "assessed", at 40 percent of its fair market value. The tax rate, or "millage", in each county is set annually by the Board of County Commissioners or other governing authority of the taxing jurisdiction. A tax rate of "one mill" represents a tax liability of $1 per $1,000 of assessed value. The average county millage rate in 1978 was under 30 mills; the amount collected by the State in each county was only 1/4 of a mill.

LOCAL OPTION SALES TAX

A county-and any incorporated cities within that county—may jointly impose a 1% local option sales tax within the county and city, if approved by local voters in a referendum. Proceeds of the tax are distributed to the county and city. As of January 1981, 86 counties in Georgia had adopted the tax.

MARTA SALES TAX

In each county participating in the Metropolitan Atlanta Rapid Transit Authority (MARTA) —currently Fulton and DeKalb counties—a 1% local sales tax is administered, with revenue from the tax dedicated to construction and operation of MARTA.

BUSINESS AND OCCUPATION TAX

Cities and counties may tax businesses and occupations operating within their jurisdiction to raise revenue. This tax—which is addition to local licenses to conduct business—may be applied in one of several ways, or in a combination of these ways. A flat fee may be assessed for each type of business, regardless of size. The tax may be based on the number of employees a business has, the number of square feet of business space, major fixtures (e.g., barber chairs), value of a business' inventory, or total sales.

ALCOHOLIC BEVERAGE EXCISE TAX

Cities and counties may establish an excise tax on beer, wine, and liquor, in addition to that levied by the state. Currently, liquor and wine may be taxed by local governments at a rate of 80¢ per gallon, or at a proportionate rate for fractional parts. Beer and malt beverages are taxed at a rate of 5¢ per 12 ounces, or at a proportionate rate for other size containers. Draft beer is taxed at a rate of $6 for 15½ gallons when sold in a bulk container.

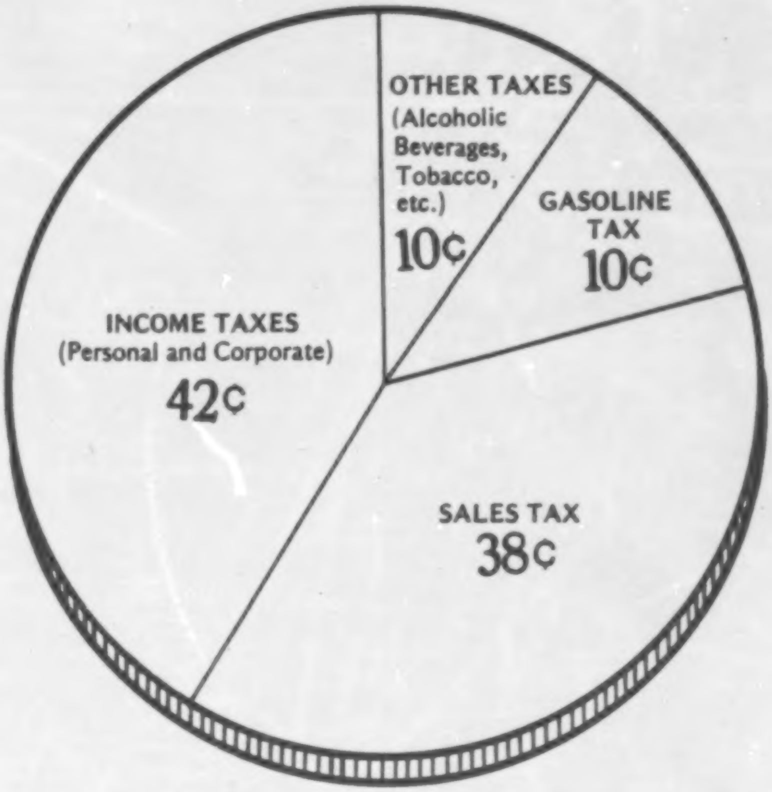
LOCAL OPTION MIXED DRINK TAX

In cities and counties where alcoholic beverages are sold by the drink, the governing authority may impose an excise tax of 3% to the price of each mixed drink.

HOTEL-MOTEL TAX

Cities and counties may levy an excise tax of up to 3% on hotel and motel room charges where rooms are rented for 10 days or less.

Georgia's Tax Dollar



BREAKDOWN OF GEORGIA'S TAX DOLLAR BY SOURCE

SOURCE: Georgia Department of Revenue FY 1980 Annual Report

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YOU AND YOUR TAXES

You have exactly $5.27, and want to purchase a new record album that sells for $4.99. If the record store is located in Fulton County, will you have enough money to buy the record (including the tax)? ______________

You only have a dime, and see a piece of candy that sells for 10 cents. Including the tax, will you have enough money for the candy? ______________________

You get your first full-time job working in a hamburger shop. Which of the following taxes will be taken out of your salary?

______ Federal income tax
______ Federal Social Security tax
______ State property tax
______ State income tax
______ State sales tax

Your parents' home is valued at $60,000. For tax purposes, it will be assessed at 40% of its fair market value. Now, what is its value for tax purposes? _____________
Next, $2,000 is deducted from its value as a homestead exemption deduction. Now, what is the taxable value of the home? ________________. Fulton County's 1978 millage rate was 34.57. (A "mill" amounts to a $1.00 tax on each $1,000 of assessed value on the home.) What is the property tax owed on your $60,000 home? ________________

Your car's gas tank holds 22 gallons. With the state's 7½ cents/gallon motor fuel tax, how much state tax do you pay each time you completely fill the gas tank? ____
____

KEY
YOU AND YOUR TAXES

You have exactly $5.27, and want to purchase a new record album that sells for $4.99. If the record store is located in Fulton County, will you have enough money to buy the record (including the tax)? Yes

You only have a dime, and see a piece of candy that sells for 10 cents. Including the tax, will you have enough money for the candy? Yes

You get your first full-time job working in a hamburger shop. Which of the following taxes will be taken out of your salary?

✓ Federal income tax
✓ Federal Social Security tax
____ State property tax
✓ State income tax
____ State sales tax

Your parents' home is valued at $60,000. For tax purposes, it will be assessed at 40% of its fair market value. Now, what is its value for tax purposes? $24,000 Next, $2,000 is deducted from its value as a homestead exemption deduction. Now, what is the taxable value of the home? $22,000 . Fulton County's 1978 millage rate was 34.57. (A "mill" amounts to a $1.00 tax on each $1,000 of assessed value on the home.) What is the property tax owed on your $60,000 home? $760.54

Your car's gas tank holds 22 gallons. With the state's 7½ cents/gallon motor fuel tax, how much state tax do you pay each time you completely fill the gas tank? $1.65

LESSON 8

LESSON TOPIC: Why We Have Budgets

GRADE LEVEL: 5

CONCEPTS: Budget

TERMS: Debt, income, inflation

OBJECTIVES: Students will be able to:

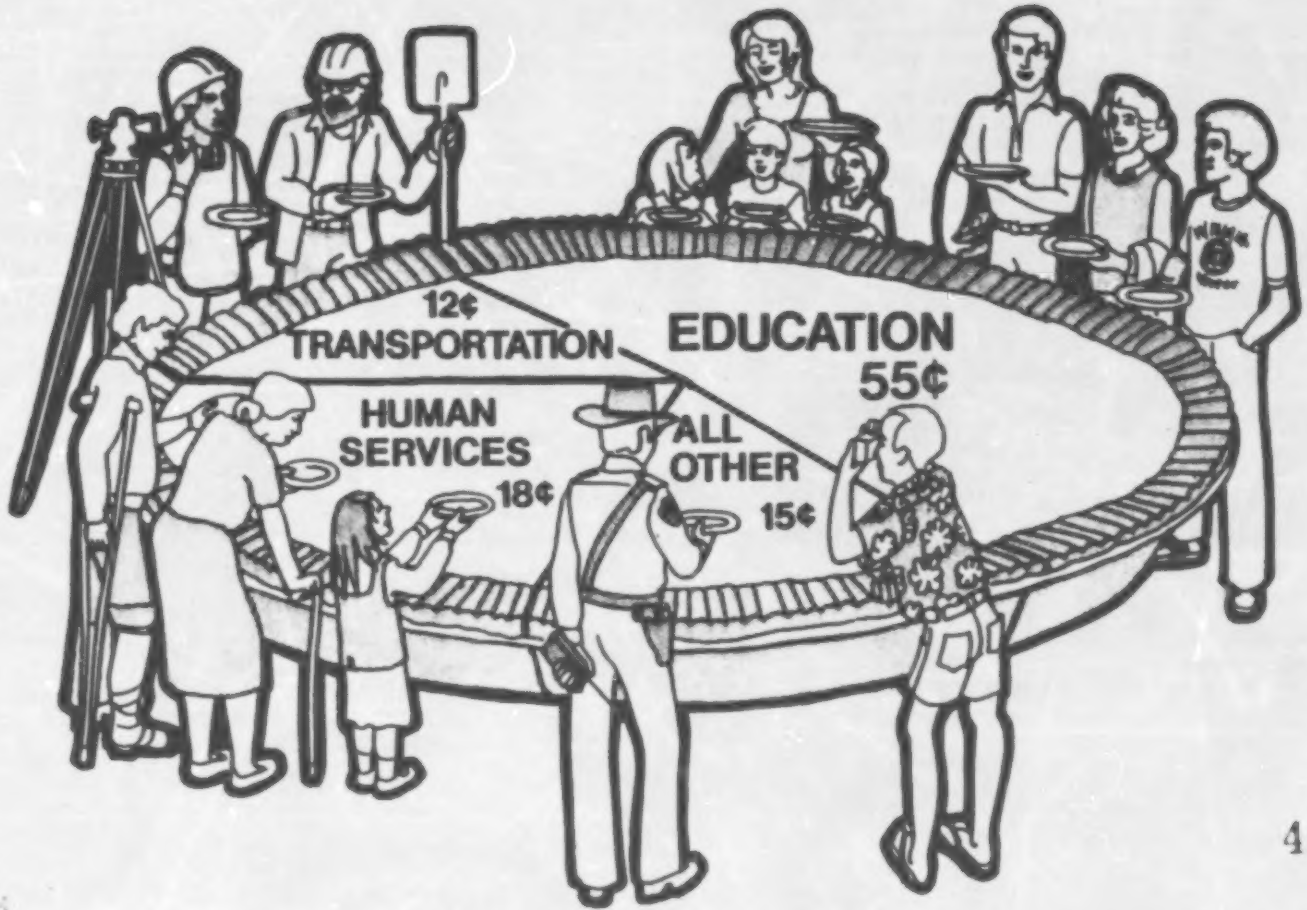
1. Define the term "budget."
2. Recognize the relationship between a budget and taxes.
3. Recognize the need for governments to allocate limited revenues among many needs.
4. Understand the impact of inflation upon personal and governmental budgets.
5. Recognize how graphs can be used to portray information about budgets.

MATERIALS: I.C.E. glossary; handouts "How Each State Tax Dollar Serves People," and "Family Budget"; newspaper.

PROCEDURES:

1. Ask students for a definition of "budget," and record their answers on the board. Then, refer to the glossary for a definition.
2. Ask how many students receive some form of "income" (such as an allowance, part-time job, etc.). Have students discuss how they decide how to spend that money, and whether they save any of it. Explain that those students who have a "plan" about how they will spend or save their money are following a "budget." Explain that many of their parents, and governments, have to do the same thing—plan how they will spend their money.
3. Explain why budgets are important to government and that there are always more needs for new schools, new highways, and better salaries for teachers than there is money available to pay these needs. Thus, a budget is a way of deciding which needs will be met and which will not, and whether more taxes will be needed.
4. Show students the handout, "How Each State Tax Dollar Serves People," which is a pie graph of the state budget in Georgia.
5. Using the handout, "Family Budget" develop a hypothetical situation in which there is not enough monthly income to meet all the categories of expenses. Have students then discuss the relative importance of each category and make decisions as to which expenses would be met, which postponed, and which not met.
6. Identify the final budget that the class arrives at where the available income is divided among as many needs as possible—that is, where they are not spending more than they take in—as a "balanced budget."
7. After a balanced budget has been developed, discuss with students how inflation monthly forces prices of many items up. Discuss inflation and how it has affected the costs of things students can relate to: movies, gum, candy, cold drinks, clothes, etc. Explain how inflation affects not only the lives of families, but also what government can and cannot do.
8. Have students review the newspaper for articles about local, state, or federal budgets. Post copies of the articles on the class bulletin board.
9. Invite your school's principal to discuss with students the school's budget and problems the school system is having in budgetary matters. Have students prepare questions to ask in advance for this classroom visit.

HOW EACH STATE TAX DOLLAR SERVES PEOPLE



FAMILY BUDGET

Category of Monthly Expense	Student Estimate ($/month)	Actual ($/month)
House Payment or Rent	$ ____________	$ ____________
Property Tax, School Tax, & Home Insurance (if not included in house payment)	$ ____________	$ ____________
Electricity	$ ____________	$ ____________
Natural Gas	$ ____________	$ ____________
Water and Sewer	$ ____________	$ ____________
Garbage Pickup	$ ____________	$ ____________
Telephone	$ ____________	$ ____________
Savings Account	$ ____________	$ ____________
Car Payments	$ ____________	$ ____________
Car Insurance	$ ____________	$ ____________
Car Tags, Taxes, Inspections	$ ____________	$ ____________
Parking	$ ____________	$ ____________
Gasoline (including credit cards)	$ ____________	$ ____________
Car Repairs, Maintenace, Tires, etc.	$ ____________	$ ____________
Other Transportation (bus, taxi, etc.)	$ ____________	$ ____________
Groceries, Eating Out, School Lunches	$ ____________	$ ____________
Clothing	$ ____________	$ ____________
Medical, Doctor, Drugs, Hospital	$ ____________	$ ____________
Dry Cleaning, Laundry	$ ____________	$ ____________
Hair Care	$ ____________	$ ____________
Spa, Health Club, Tennis Club, etc.	$ ____________	$ ____________
Civic, Social, Professional Organizations	$ ____________	$ ____________
Union Dues	$ ____________	$ ____________
Exterminator, Yard Work, Home Repairs	$ ____________	$ ____________
Life Insurance, Health Insurance, etc.	$ ____________	$ ____________
Contributions to Church, Charity, etc.	$ ____________	$ ____________
Birthday, Anniversary, etc. Gifts	$ ____________	$ ____________
Appliances, Stereo, Records, etc.	$ ____________	$ ____________
Newspapers, Magazines, Books, etc.	$ ____________	$ ____________
School Supplies	$ ____________	$ ____________
Family Trips, Vacations, etc.	$ ____________	$ ____________
Movies, Sports, Concerts, Entertainment	$ ____________	$ ____________
Child Care	$ ____________	$ ____________
Tuition	$ ____________	$ ____________
Tobacco, Alcohol, etc.	$ ____________	$ ____________
Cable Television	$ ____________	$ ____________
Outstanding Loans	$ ____________	$ ____________
Credit Card Payments (e.g., Master Charge, Visa, Sears, etc.)	$ ____________	$ ____________
Miscellaneous (list)____________ ____________ ____________	$ ____________	$ ____________
Total Monthly Payments	$ ____________	$ ____________
Total Monthly Income (Takehome)	$ ____________	$ ____________

LESSON 9

LESSON TOPIC: Why We Have Laws

GRADE LEVEL: 5

CONCEPTS: Fairness, law, rules

TERMS: Custom, regulate, rights, compromise

OBJECTIVES: Students will be able to:

1. Recognize why rules are necessary in any society.
2. Distinguish between laws and customs.
3. Identify laws as rules passed by government which everyone must obey.
4. Recognize that while laws are passed for the benefit of society as a whole, sometimes a particular law will help one group more than another.

MATERIALS: Filmstrip, "Why He Have Laws: Shiver, Gobble and Snore" (Learning Corporation of America)

PROCEDURES:

1. Discuss what life was probably like during the first week when James Oglethorpe and the first shipload of English settlers to Georgia landed in 1733. Ask students to identify what type of rules might have been necessary to deal with such questions as: who would get which piece of land, who would have to serve as a guard to protect the new settlement, who would settle disputes in case two settlers wanted the same piece of land, etc. Ask students what life would have been like if there had been no rules at all.
2. Show the filmstrip, "Why We Have Laws: Shiver, Gobble and Snore." Either use the teacher's study guide which accompanies the filmstrip, or show the filmstrip, stopping at appropriate places to discuss such questions as whether there were too many laws in the kingdom. When Shiver, Gobble and Snore have settled in their new home and disputes have developed, stop the filmstrip and have students divide into three groups and write possible solutions or rules so the three characters can live peacefully. Discuss how some compromise was needed by each for the good of all.
3. After showing the filmstrip, "Shiver, Gobble, and Snore," review with students, asking such questions as:
    (1) Why were Shiver, Gobble, and Snore unhappy about the king's rules?
    (2) Why did they find they could not live without any rules at all?
    (3) Why were their own rules better than the king's? Was it because they had a voice in making the rules?
4. Have students suggest what life would be like at home, in class, in the lunchroom, on the playground, on the highways, etc. if there were no rules.
5. Ask students to identify who makes the rules (laws) in their home. . .in the classroom. . .within the school. . .in their city. . .in their state. . .in their nation.
6. Explain that laws are rules passed by government which generally everyone must obey. Discuss that in addition to laws, we also have "customs" (such as saying "Yes, sir," not putting your elbow on the table, etc.) Some customs are called

"good manners." Have students identify customs or manners with which they are familiar. Then, emphasize to students that customs are different from laws because:

(1) Laws tell people what they *must* or *must not* do, not what they *should* or *should not* do.

(2) Laws are passed by government.

(3) If you break a law, you can be punished (such as paying a fine, or going to jail).

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LESSON 10

LESSON TOPIC: Lawmaking

GRADE LEVEL: 5

CONCEPTS: Law, legislature, representation

TERMS: Bill, committee, Congress, General Assembly, House of Representatives, legislator, regulate, representative, Senate, society

OBJECTIVES: Students will be able to:

1. Identify the role of the legislature in making laws for our society.
2. Identify what is a law.
3. Explain the concept of representation.
4. Describe the basic steps in how a law is made.
5. Distinguish the state and national lawmaking bodies.
6. Identify their own state and national lawmaker.

MATERIALS: Classroom simulation, "How Governments Make Decisions"; classroom handout (or transparency) "How Laws Are Made"; classroom activity, "What Laws Can and Cannot Do in Society"; newspapers.

Also needed is the illustrated booklet, "Members of the General Assembly of Georgia" (available free from the Secretary of State, State Capitol, Atlanta, GA 30334). Optional booklets are "The Georgia Senate" and "The Georgia House of Representatives" (available free from, respectively, the Senate and House Public Information Offices, State Capitol, Atlanta, GA 30334).

Recommended as an optional resource is the book, *Lawmaking* from West Publishing Company's "Law in Action Series."

Optional audio-visuals include a slide/cassette presentation for middle grades, "Georgia Lawmakers in Action" (Institute of Government), or the filmstrip which accompanies the "Law in Action Series" book, *Lawmaking*.

PROCEDURES:

1. Review from the previous lesson the need for laws in our society. Explain again that laws are rules passed by government which, generally, everyone must follow.
2. Discuss how laws regulate what people do, citing examples such as: how fast you can drive, how old you must be to drive or vote, how many days you must attend school, what can be said in an advertisement, what qualifications you must have to be a doctor or teacher, etc. Also, explain that an important area of regulating what you can or cannot do is that of criminal laws.
3. Explain how society in Fulton County, Georgia, and the United States is made up of many different people, who make their living in many different ways, and who have many different ideas about what is best for everybody. For instance, we have young people, old people, rich people, poor people, people who own homes and people who don't, farmers, businessmen, workers, etc. Ask students if they can think of any law that might help one group of people but hurt another. (For example, a law keeping the price of food from going up for the next six months, or a law prohibiting people from smoking in certain public places).
4. Describe the function of the legislature in our society to make laws which will apply to everyone. Sometimes these laws will help one group more than another, but the general purpose is to help meet the needs of as many people as possible.

5. To illustrate to students the American belief that laws should be made by *representatives* of the people, as well as illustrate other systems for making laws, have the class act out the accompanying simulation, "How Governments Make Decisions."

6. Use the handout, "How Laws Are Made" to describe how legislators react to problems by passing new laws. If possible, watch the news for an example of a problem and legislators' attempts to pass a new law to help solve that problem.

7. To illustrate that there are some needs or problems that legislators can solve, and that there are others which they can do little or nothing about, use the accompanying classroom activity, "What Laws Can and Cannot Do in Society."

8. Explain that each level of government—city, county, state and nation—has its own lawmaking body. Identify the General Assembly as Georgia's lawmaking body or state legislature. Identify the U.S. Congress as the legislative body for the nation. Show how each legislative body is divided into two houses: a House of Representatives and a Senate.

9. Have students identify their state Representative and Senator in the Georgia General Assembly, using the booklet, "Members of the General Assembly of Georgia." Identify for students the name of their U.S. Congressman (that is, the U.S. Representative) and the two U.S. Senators from Georgia.

10. Have students bring recent newspapers from home and cut out articles about the General Assembly, Congress, new or proposed state or federal laws, or something about their state or national lawmakers.

11. If the *Lawmaking* supplemental text is used, have students act out the classroom play in Lesson 11, "House of Lawmaking."

12. If the Georgia General Assembly is in session, ask students to watch one night the televised coverage on the nightly series on public television, "The Lawmakers."

13. If possible, plan a class field trip to the Georgia State Capitol (see teacher's guide at the beginning of this manual).

CLASSROOM SIMULATION

LESSON TOPIC: How Governments Make Decisions

GRADE LEVEL: 5

CONCEPTS: Authoritarianism, democracy, representation

TERMS: Authoritarian government, democratic government, dictator, influence, monarchy, representative-democratic government, tyrant

OBJECTIVES: Students will be able to:

1. Compare the way decisions are made in three different kinds of political systems: authoritarian, pure democratic, and representative-democratic.
2. Identify one advantage and disadvantage of each form of government.
3. Identify which form of political system is followed in the United States.

MATERIALS: None

PROCEDURES:

1. Select three issues that can be decided with a "yes" or "no" vote. Try to identify issues that affect the students directly, such as whether students should be allowed to leave school at lunch time, whether the school should have a dress code, whether teachers should be allowed to discipline students by restricting them during recess, and whether paddling should be allowed as discipline.
2. Write the issue to be discussed on the board, such as "Shall teachers be allowed to punish students by restricting them during recess?"
3. Divide the class into three separate groups, and have each group go to a separate part of the classroom.
4. Assign decision-making power among the groups as follows:
    a. In the first group, only one student—who can be called a "king" or "queen" or other title—will decide whether the group will vote "yes" or "no" on the first issue listed on the board. The remaining students may talk among themselves about how they feel on the issue, but they have no way of influencing the student who has been designated to make the decision for the group. Select the king or queen by writing all group members' names on slips of paper and drawing one, or by selecting the strongest student, or by any other arbitrary process.

    b. In the second group, every member of the group will have an equal say in whether the group will vote "yes" or "no" on the first issue. If the students are split on their decision, allow the majority's decision to prevail. If the students are evenly split, and are unable to come to a resolution of the tie, then no decision can be reached by that group.

    c. In the third group, divide the group up into two or three subgroups. Allow each subgroup of students to elect one of their members to speak for the group. The remaining members of the subgroup may—and are expected to—influence the representative of that subgroup, but the representatives of the subgroups are free to decide among themselves how they will cast the group's vote on the first issue. If the representatives are split, then the majority position will prevail.
5. After the king or queen has been designated, and the representatives have been elected, allow the three groups up to ten minutes to arrive at their decision on the first issue. At the end of this time, call for one vote from each group.

6. Next, members of each group will change their procedure for arriving at a decision. Assign the procedure each group will now follow. Follow the same procedures as before. Again, allow time for the groups to arrive at a decision on the second issue on the board. Call for one vote from each group.

7. Now, have groups switch procedures one last time and consider the third issue, following the same procedures as before.

8. Have students return to their seats and discuss the feelings they had when they participated in each of the three groups. In debriefing this activity, discuss the fact that various nations have at one time or another attempted to make political decisions in this fashion.

   a. The form of government where one person (or a group of people) make political decisions without having to listen to how the people of the nation feel is called *authoritarian government*, from the root word "authority." Ask students what the word "authority" suggests to them (e.g., someone who makes decisions).We call the person who heads up an authoritarian government a "king" or "queen," a "monarch," a "dictator," or a "tyrant." (Other words for this type of government include: tyranny, dictatorship, monarch, aristocracy, autocracy, and totalitarian government).

   b. The form of government where everyone gets an *equal* and *direct* say in political decisions is called a *pure* or *direct democracy*. Although this form of government had its origin in ancient Greece, and is still used in some small communities and organizations or groups, no major governments use this form of government in its pure sense.

   c. The third form of government—where the people elect from their number persons to "represent" them in the making of political decisions—is called a *representative government*. Today, most nations of the world have some type of "representative government"—that is, where decisions are reached by people who are "elected" by the people of the nation. Sometimes, however, the decision as to who is eligible to be a "representative" and who may vote is made by a group of government leaders. A representative government where the people can freely vote in elections, where anyone qualified can seek to be a representative, and where the people can remove from office those representatives they don't like, is called a *representative democracy* or a *democratic republic*. (The term "republic" refers to a political system where the people do not directly make decisions, but indirectly do so through elected representatives).

9. Ask students which form of government they think we have in the United States. What about at home? at school?

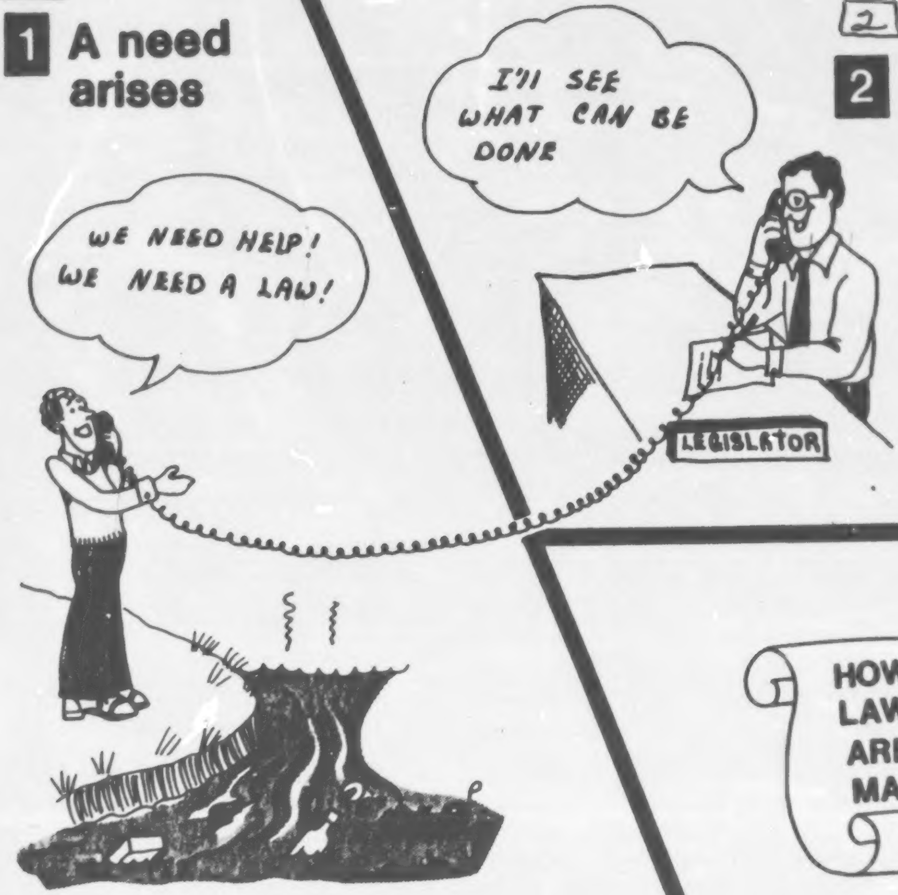
10. Discuss the advantages and disadvantages of each. For instance, in which form of government can decisions be made most quickly? In which form of government do the people have the greatest say? Which form of government is best suited for large nations with many people? Which form of government is most appropriate where the people of the nation are always fighting among themselves? In which form of government can decisions be made without worrying about what the press or public will say? In which form of government is freedom more likely to be restricted?

1

1 A need arises

2

2 A new law... called a "Bill" is proposed

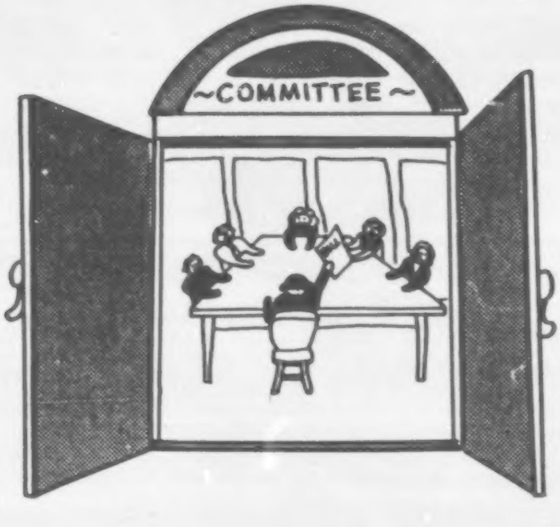

I'll SEE WHAT CAN BE DONE
WE NEED HELP! WE NEED A LAW!
LEGISLATOR

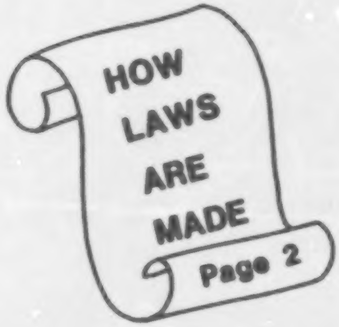
HOW LAWS ARE MADE

Page 1

3

3 **The bill is studied in a committee. If the committee thinks the bill is needed,**




HOW
LAWS
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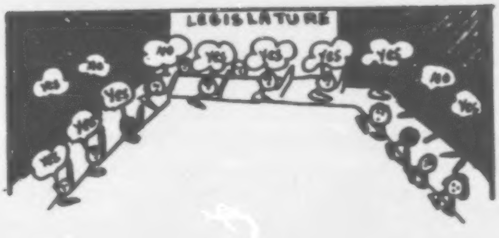
4

4 **All legislators vote whether to pass the bill. If passed, the bill is then sent to the Governor, who...**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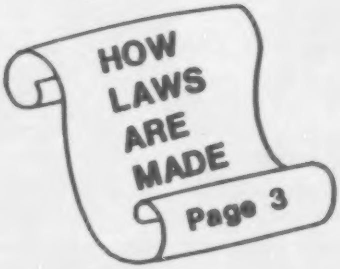
HOW
LAWS
ARE
MADE
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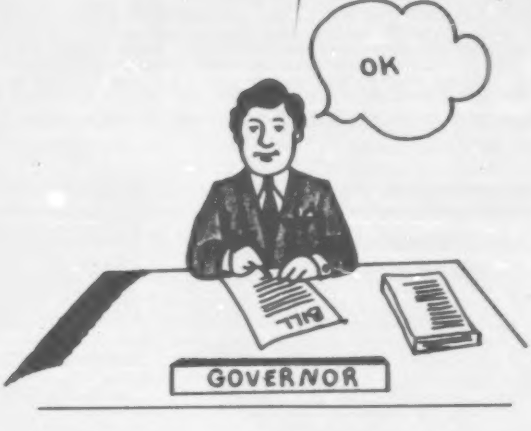
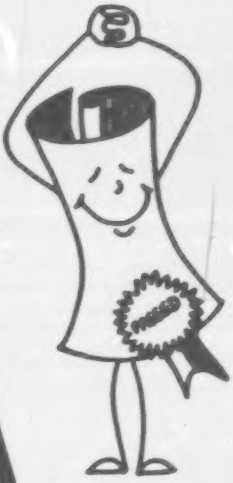
5

5 must approve the bill.
If approved by the Governor, ...


OK
BILL
GOVERNOR

6

6
The bill becomes a law.



CLASSROOM ACTIVITY

LESSON TOPIC: What Laws Can and Cannot Do in Society

GRADE LEVEL: 5

CONCEPTS: Law, society

OBJECTIVES: Students will be able to:

1. Identify examples of laws or rules which can be enforced and those which cannot.
2. Analyze why certain conditions can be changed by government and why others cannot.
3. Draw conclusions about what laws can and cannot do to improve society.

MATERIALS: None

PROCEDURES:

1. Explain that members of Congress, state legislatures, county commissions, city councils, and other government bodies are asked to pass all kinds of new laws to improve society or meet the needs of some group of people. Therefore, it is important to understand what lawmaking bodies can and cannot do with respect to improving life for the citizens.

2. To illustrate these limits, state to the class: "I have just been selected ruler of this kingdom, and I feel we need some new laws and rules. Starting today, the following law must be obeyed by everyone:

   > Twenty-four hours is too few hours in a day. We need more time to sleep. Starting today, each day will consist of 26 hours."

   With this example, allow students to discuss whether that rule or law is a good one, who would benefit from it and who would be hurt by it, and whether it could be put into effect, and why or why not.

   For instance, with this example, students might think it would be great to have two extra hours a day. You should then pose the question: "What is a day?" "Is it twenty-four hours, or is it the length of time for the earth to make one complete revolution?" "If it takes twenty-four hours to make one revolution, can a law anyone makes do anything to change that?" "Are there certain physical laws, or laws of nature, that laws are powerless to change?"

   At this point, however, you might ask, "What would happen if the length of an hour was changed from 60 minutes to 55 minutes?" As it turns out, this would give you twenty-six shortened hours, thus achieving the letter of your law but not the intent. (Here you could explain that government does have the power to change weights and measures—as it is trying to do with the metric system.

3. Use this same approach with the following new laws:

   a. No one likes to grow old, so starting today, after you reach your 21st birthday, you will stay age 21.

   b. We need more holidays. Starting today, I am making my birthday a 5-day holiday for everyone.

   c. We have too many poor people. Starting today, no one can be poor.

   d. Nine months is too long for children to have to be in school. As of today, school will only last eight months.

   e. I like to see the people of my kingdom happy. After today, no one can be sad.

f. I don't like it when someone smokes around me. As of today, smoking in any public place is prohibited.

g. Twelve months in a year are too few months. Starting today, I am creating another month, named (your last name), which will come after December.

h. (Use other examples of your choosing).

4. Have each student suggest a new law or rule, with class discussion over whether the new law could be put into effect, and if not, why not.

5. Look at other rule-making bodies–such as parents, teachers, principals, etc. Discuss examples of rules these bodies can or cannot put into effect.

6. Have students suggest conclusions about the role of the legislature or other lawmaking bodies in trying to make a better society for all.

LESSON 11

LESSON TOPIC: Why We Obey Laws

GRADE LEVEL: 5

CONCEPTS: Obedience

TERMS: Fines, penalty, punishment

OBJECTIVES: Students will be able to:

1. Identify reasons why laws have penalties for those who break the law.
2. Identify different reasons why people obey the law.
3. Identify different reasons why people break the law.

MATERIALS: None

PROCEDURES:

1. Give students several minutes to individually list five ways they obeyed the law—or did not break a law—during the past week. Example: "I waited until the traffic light turned red before I crossed the street." You may have to give the students examples of laws they may have obeyed, such as not jaywalking, not littering, going to school, etc. Or, you may allow them to list school rules they obeyed.
2. When the lists are completed, have students go back and add the word "because" following each statement. Example, "I waited until the traffic light turned red before I crossed the street because I didn't want to get run over."
3. When the lists are finished, read each law obeyed and the reason for obeying the law. Classify the reasons in one of the following categories:
    a. Personal safety
    b. Fear of being caught and punished
    c. Respect for authority
    d. Moral or religious beliefs that you must obey the law
    e. Respect for the rights of others
    f. Miscellaneous/don't know
4. Have students discuss why they think most people obey the law. Would people obey laws if there were no penalties or punishments for breaking the law?
5. Have students pay special attention during one full day and make a list of every law or rule being broken that they observe. Example:

Laws Broken

a. Littering
b. Crossing at a street intersection without waiting for a "walk" sign or a red light
c. Jaywalking
d. Breaking a window or damaging property
e. Speeding

Rules Broken

a. Cheating in school
b. Threatening someone
c. Fighting
d. Smoking in the bathroom
e. Taking something that belongs to someone else
f. Running in the halls
g. Talking too loudly

f. Not coming to a full stop at a stop sign

g. Stealing something

h. Not obeying the teacher

i. Not telling the truth

6. Have students discuss why they think people broke the law or rule observed by students. Have them add other reasons why people break the law. Example:

   a. People steal when they are desperate for food or money.

   b. People steal to buy drugs or liquor.

   c. Some people are just bad.

   d. Some laws are not fair, and it is all right to break unfair laws.

   e. Everybody else breaks the law is some way, so why not?

   f. They know they won't get caught.

   g. To prove how brave or smart they are.

   h. To get back at somebody.

   i. For fun when there is nothing else to do.

   For each reason cited, discuss with students what would happen if everyone could break the law for that reason.

LESSON 12

LESSON TOPIC: Police and Lawbreakers

GRADE LEVEL: 5

CONCEPTS: Law enforcement, police

TERMS: Arrest, bail, booking, constitutional rights, suspect

OBJECTIVES: Students will be able to:

1. Explore their feelings about police and others who enforce the law.
2. Identify the role of the police in our criminal justice system.
3. Identify what happens when a person is caught breaking the law.
4. Identify basic rights of a person when arrested.

MATERIALS: Optional resource material includes *Youth Attitudes and Police* (from West Publishing Company's "Law In Action Series").

As a resource person for this lesson plan, it is suggested that you use your I.C.E. *Community Resource Directory* to contact your local police department for a police officer to come to the classroom.

PROCEDURES:

1. Encourage students to share their feelings in class about the police in their community. On the board, list their reactions under either positive or negative categories. Then, have students discuss what life would be like in their community without police.
2. If *Youth Attitudes and Police* is used, have the class view the filmstrip, "Look at Police" that accompanies the book.
3. Invite a local police officer into the classroom to discuss what it is like to be a police officer, and to indicate some of the positive aspects, as well as negative aspects.
4. Have the police officer discuss what happens when a person is caught—or suspected of—breaking the law. Have the police officer explain the role of the police—i.e., investigating a violation or complaint, searching for a "suspect," placing the suspect under arrest, advising the suspect of his "constitutional rights", transferring the suspect to the police station for "booking," and detaining the suspect until the judge has granted "bail" or until the courts have taken action on the case.
5. Make sure the police officer discusses the rights of any person who has been arrested (i.e., the so-called "Miranda Warning" otherwise described as your "constitutional rights"):
   a. You have a right to remain silent and not answer any questions.
   b. You must be told that anything you say can and will be used against you in court.
   c. You have a right to have a lawyer, and to have him with you during questioning.
   d. If you cannot afford a lawyer, one will be appointed for you before any questioning if you so desire.

   Have the police officer describe what these rights mean, and have students discuss their feelings about these rights.

6. Have the police officer describe the main crime problems in your community, and what the city and police department are trying to do to reduce crime.
7. Have the police officer discuss what citizens and students can do to make the community a safer place to live.
8. After the police officer has visited the classroom, again allow students to explore their feelings about police.

LESSON 13

LESSON TOPIC: The Role of Our Courts

GRADE LEVEL: 5

CONCEPTS: Courts, fairness, justice

TERMS: Evidence, fine, impartial, judge, jury, probation, suspend

OBJECTIVES: Students will be able to:

1. Identify various ways disputes have been settled throughout history.
2. Identify the role of our courts in today's criminal justice system.
3. Identify the principal individuals in a trial and the role they play.
4. Recognize that there are separate state and federal court systems.
5. Identify what can happen to a person who is found guilty of breaking a law.
6. Identify at least two reasons why lawbreakers are subject to punishment.

MATERIALS: Optional resource: *Courts and Trials* (from West Publishing Company's "Law In Action Series"), diagram of a courtroom.

PROCEDURES:

1. Ask students that if they have a dispute or problem with another student, what are some of the ways it can be settled–particularly if it is a bad dispute (such as another student has taken your bike and you want it back; or another student has accused you of cheating on a test, and you known you did not cheat). Mark students' solutions to resolving the dispute on the board.

2. Explain to students that throughout the history of mankind, people have had disputes among themselves. Disputes were about property, livestock, crops, stealing, lying, money, and about anything else you can think of. Today, we have certain ways to handle these disputes; but, in the past, people used different ways.

   For example, if there was a dispute between you and another person, or if someone claimed that you had broken a law, the problem could be handled by:

   a. *Trial by fate*–where a person's guilt or innocence is determined solely by fate or chance (e.g., whether it rains, or the pattern formed by a group of small sticks thrown in a circle).

   b. *Trial by ordeal*–where an accused person's guilt or innocence depends on surviving some ordeal (e.g., having your arms and legs tied up and seeing whether you sink or float after being thrown in the water; having to walk barefooted across burning coals, with guilt determined by whether blisters form or not on your feet). Generally, with trial by ordeal there was an assumption that if you were innocent, God would protect you.

   c. *Trial by combat*–where a dual of some type is ordered between you and your accuser, with the innocent person presumably to be the winner. (Here, if you were not strong enough to fight in combat with another person, you could hire someone in your behalf).

   d. *Trial by the king*–where you are taken before the king or his representative, who listens to the evidence and decides who is guilty and innocent. Generally, each person gave testimony under oath, but the oath of a noble or person of class could be worth several times that of a serf or lower class person.

3. Contrast the types of trials used in the past with that of today–i.e., a fair and impartial trial by a jury of your fellow citizens, with your guilt or innocence based solely on evidence presented in the court.

4. With a diagram of a typical courtroom, identify for students the principal individuals and the roles they play (e.g., judge–presides and keeps order in the court, making sure the trial is conducted fairly; jury–listens to the evidence presented and makes a decision of who is guilty or innocent; defendant–person who is accused of a crime, or who is being sued in court; prosecution–person bringing the charges against the defendant; reporter–keeps the record of what is said in court; etc.)

5. On the board, make a diagram showing the state and federal court system, indicating that for most crimes in Georgia, a person would be tried in state court, although there are some federal crimes for which a person would be tried in a federal court in Georgia.

State Court System		*Federal Court System*
Georgia Supreme Court	*Highest Appeals Court*	U.S. Supreme Court
Court of Appeal	*Appeals Court*	Court of Appeal
Superior Court	*Trial Court*	District Court

Examples of cases that would go to state court:
1) breaking state laws (murder, robbery, speeding, etc.)
2) disputes between two people (divorce, alimony, child custody, breaking a contract, etc.)

Examples of cases that would go to federal court:
1) breaking federal laws (making moonshine, committing a crime and fleeing to another state, destroying government property, etc.)

6. Discuss what can happen to a person who has been found guilty after a trial:

   a. *Suspended sentence*–if it is a first offense, or if there are other special factors, the judge may "suspend" (take away) the sentence so that the person does not have to go to jail or pay a "fine" (an amount of money you have to pay for breaking the law).

   b. *Probation*–if there are special consideration, the judge may let the person convicted of a crime serve the sentence on "probation" (on good behavior) within the community rather than going to jail. A person on probation has special restrictions on what he can and cannot do, must report regularly to probation officers, and can have the probation taken away if he violates these restrictions.

   c. *Pay a fine*–sometimes instead of going to jail, a person may have to pay an amount of money (e.g., $5,000) to the state. This is called a "fine."

   d. *Imprisonment*–if it is a bad crime, the person may have to go to jail or prison for a period of time as punishment.

   e. *Any combination of the above*–sometimes a judge may suspend part of a sentence, while making a person pay a fine or go to jail for part of the sentence; or a judge may make a person pay a fine, as well as go to jail.

7. Ask students why we punish those who break the law, and record these answers on the board. Example:

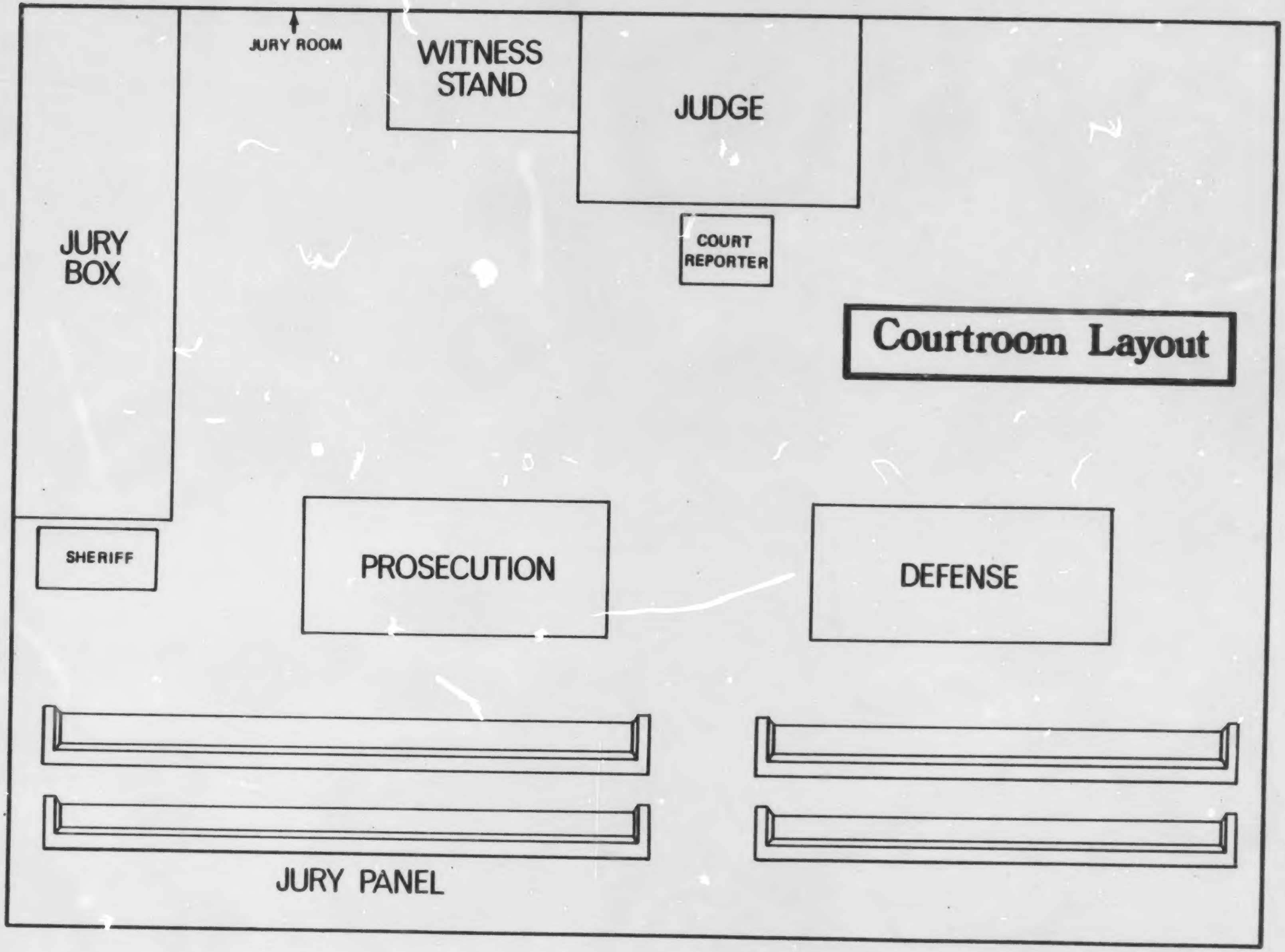
   a. To serve as an example so that other people will obey the law.

b. To *punish*—or get back at—someone who does something really bad.

c. To protect ordinary citizens from people who break the law by sending these criminals to a place where they can't hurt anyone.

d. To help people who break the law to improve themselves or be trained in a job and come back as a good citizen.

8. Have students review the newspaper for stories about local, state, or national disputes that have ended up in court, or about people who have been found guilty and sentenced to pay a fine or go to jail.


Courtroom Layout

JURY ROOM
WITNESS STAND
JUDGE
JURY BOX
COURT REPORTER
SHERIFF
PROSECUTION
DEFENSE
JURY PANEL

LESSON 14

LESSON TOPIC: Vandalism

GRADE LEVEL: 5

CONCEPTS: Private property, public property, vandalism

TERMS: Abuse, arson, deface, grafitti, litter, malicious, theft

OBJECTIVES: Students will be able to:

1. Define vandalism.
2. Identify specific causes for vandalism.
3. Distinguish between private and public property.
4. Give examples of how vandalism affects the community.
5. Explore their feelings about vandalism.
6. Identify the penalties for vandalism.
7. Suggest what they as students can do to help reduce vandalism.

MATERIALS: Handouts "Vandalism Opinionnaire," "Vandalism and Its Effects" and "Johnny the Vandal"; I.C.E. *Community Resource Directory*.

Optional audio-visuals include: "Vandalism, Stealing, Lying, and Hurting People" (Learning Tree No. LT803) and "Vandalism: The Price is High" (Law-Related Education Program for the Schools of Maryland).

Also recommended as an optional resource is the 25-minute color 16 mm film, "The Vandals" (American Broadcasting Company).

PROCEDURES: *Lesson 1*

1. Ask students to define vandalism and record these answers on the board. Emphasize that vandalism involves destruction of *property*, rather than harm to a person's body (although some vandalism can result in people being injured). Although there is no complete legal definition of vandalism, it is generally seen as involving:

   a. the *willful*, *deliberate*, and *malicious*. . .

   b. *abuse* or *destruction*. . .

   c. of *property*.

2. Ask students if they personally know of other students who have vandalized property, and to give examples.
3. Ask students who they think the typical vandal is in terms of age, sex, race, and other characteristics. Point out that vandalism is committed by people of all ages, sexes, races, income, etc.
4. Take the class on a trip through your school looking for examples of vandalism to lockers, doors, classrooms, windows, water fountains, and other school property. Have students record each example of vandalism they discover.
5. Invite the school principal or school maintenance person into your class to talk about the extent of vandalism to the school, when it occurs, and what it costs to repair.

6. Have students also list examples of vandalism they have seen in their community (at home, neighbors, local parks, shopping centers, etc.)
7. Have students review the local newspaper for a week watching for examples of vandalism within the community.
8. Give students the Vandalism Opinionnaire to record their feelings about vandalism.

Lesson 2

1. Ask students to identify reasons why young people vandalize property. For example: boredom, to get back at someone, games, to prove how brave you are, to get money, maliciousness, etc.
2. Ask students for ideas as to what might be done to reduce vandalism (a) in the school, (b) in the neighborhood, (c) in local parks, etc.
3. If available, show the filmstrip: "Wrecking Things" from the series "Vandalism, Stealing, Lying, and Hurting People" (Learning Tree, No. LT803).

Lesson 3

1. Discuss the difference between private and public property. Ask students to give examples of public property (e.g., schools, parks, streets, water works, public buildings, etc.)
2. Ask students who is responsible for public property, and how taxpayers are affected by what happens to public property.
3. To illustrate how vandalism costs the community, if available, show the filmstrip "Vandalism: The Price is High," distributing the worksheet to students that accompanies the filmstrip.
4. Have students discuss how vandalism is paid for in the school and in their community.
5. Distribute the worksheet, "Vandalism and Its Effects" and discuss student answers following their completion of the worksheet.

Lesson 4

1. Invite a police officer or juvenile worker to your class to discuss the legal consequences of vandalism.
2. If the film "The Vandals" (ABC, Library of Congress No. 73-700933) is available, show this while the visiting police officer or juvenile worker is in the class and have that official discuss the problem locally in comparison with that portrayed in the movie.
3. Define the terms "arson," "graffitti," "litter," "theft," and "trespass" as they pertain to vandalism.
4. Handout the activity sheet, "Johnny the Vandal" to students. After students have had an opportunity to complete it, divide the class into a judge, jury, defendant (Johnny), two lawyers for Johnny, and two lawyers for the prosecution. Allow students to conduct a mock trial, deciding on what punishment Johnny should receive.

Lesson 5

1. Have students brainstrom on what can be done within their school to reduce vandalism.

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2. Have a poster contest against vandalism, displaying the best posters throughout the school.
3. Have each student write an announcement on vandalism appropriate for broadcasting over the school intercom. Allow students to vote on the best announcements to be submitted to the principal for broadcasting.

VANDALISM OPINIONNAIRE

Directions: This is an opinionnaire. Opinionnaires have no correct or incorrect answers--just what you believe is true or not. So you can feel free to report your honest beliefs without worrying if your responses are correct or incorrect.

1. What would you do if you saw any of the following acts taking place in or nearby a public building (such as a school or park) or a shopping center? Indicate what you would do by placing the appropriate number beside each act.

    1. Call the police
    2. Attempt to stop the act
    3. Get help from your parents or other adults
    4. Join in the act
    5. Just watch the act
    6. Ignore and walk away from the act

_____ a. Slashing tires

_____ b. Stealing a bike

_____ c. Breaking street lights

_____ d. Dumping detergent into a water fountain

_____ e. Snatching a purse

_____ f. Slashing bus seats

_____ g. Carving name in school desk

_____ h. Littering

_____ i. Spray painting a stop sign

_____ j. Putting initials in wet cement

_____ k. Breaking a limb off a tree

_____ l. Breaking bottles in the street

_____ m. Speeding

_____ n. Removing "No Swimming" signs

_____ o. Throwing away soda cans in a parking lot

_____ p. Being late for school

_____ q. Ripping down basketball hoops

_____ r. Writing on school bathroom walls

_____ s. Swimming after pool is closed

_____ t. Writing on sidewalk with chalk

_____ u. Carving initials in a tree

_____ v. Shooting stop signals or signs

2. When you see broken playground equipment or school windows, what is your first reaction?

_____ I am angry.

_____ It doesn't bother me.

_____ I think it is funny.

_____ I feel helpless.

_____ I wish I had done it.

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3. What would you do if you saw someone doing any of the following acts to your property or your parent's property? Indicate what you would do by placing the appropriate number beside each act.

1. Call the police
2. Attempt to stop the act
3. Get help from your parents or other adults
4. Join in the act
5. Just watch the act
6. Ignore and walk away from the act

_____ a. Slashing tires

_____ b. Stealing a bike

_____ c. Carving name on desk

_____ d. Breaking windows

_____ e. Littering

_____ f. Breaking down shrubs

_____ g. Throwing bottles in your yard

_____ h. Writing on the walls of your home

_____ i. Carving initials in a tree

_____ j. Slashing seats in your car

_____ k. Turning over your garbage

_____ l. "Wrapping" your house with toilet paper

_____ m. Damaging your mail box

4. Circle the response following each statement below indicating how you feel.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. Generally, vandalism is not a bad problem in my county.	SA	A	U	D	SD
b. Vandalism is not a bad problem in my neighborhood.	SA	A	U	D	SD
c. Vandalism is not a bad problem in our schools.	SA	A	U	D	SD
d. Police and courts should crack down on vandalism.	SA	A	U	D	SD
e. It is not fair to hold parents responsible for vandalism by their children.	SA	A	U	D	SD
f. It's pretty clear what part of town most vandals come from.	SA	A	U	D	SD
g. Kids today are not too different from their parents when they were young.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagre
h. Something can be done to reduce vandalism	SA	A	U	D	SD
i. The rise in vandalism is primarily due to the breakdown of discipline and morals in the home.	SA	A	U	D	SD
j. Generally, the safest thing to do when you see vandalism taking place is just not get involved.	SA	A	U	D	SD
k. In most cases of vandalism, kids are just being kids.	SA	A	U	D	SD
l. There's not much that people like me can do about vandalism	SA	A	U	D	SD
m. A vandalism awareness program in our community could be dangerous because it will give kids more ideas about ways to vandalize.	SA	A	U	D	SD

5. How do you think vandalism can be reduced? Check the activities you think would be most helpful.

_____1. Increase police protection.
_____2. Educate people about the problem.
_____3. Hold parents financially responsible for the acts of their children.
_____4. Arrest more people for vandalism.
_____5. Provide rewards for turning in vandals.
_____6. Publish more newspaper stories about vandalism.
_____7. Provide more school monitors in bathrooms, parking lots, and other areas.
_____8. Fence in school grounds and city parks.
_____9. Other (explain). ____

____

____

____

6. Comments on vandalism: ____

____

____

(Use reverse if needed)

VANDALISM AND ITS EFFECTS

DIRECTIONS: Vandalism has a direct effect on everyone through higher taxes. There are also a number of other direct and indirect effects of vandalism. In each of the following instances think of possible effects because of the vandalism.

1. Everyone in your class has been given a library assignment to read a chapter in a certain book and write a report on what you read. One of your classmates decides she would rather do the reading at home, so when no one is looking she cuts out the pages from the book to take home and read.

   Effect: ______________________________

2. The cold drink machine didn't give one student the right change back, so to get even with the machine that student decides to pull the wiring out of the back of the machine.

   Effect: ______________________________

3. One of your classmates is upset about the grade he got from your teacher. He doesn't think the teacher was fair, so to fix her, he sneaks in early one morning and burns her grade book.

   Effect: ______________________________

4. While waiting for the school bus each morning, several of your friends find out how much fun it is to throw small rocks at the windows of passing cars.

   Effect: ______________________________

5. Your parents won't let you go to see a movie you've been wanting to see, so you decide to get even by letting all of the air out of the tires of your parent's car.

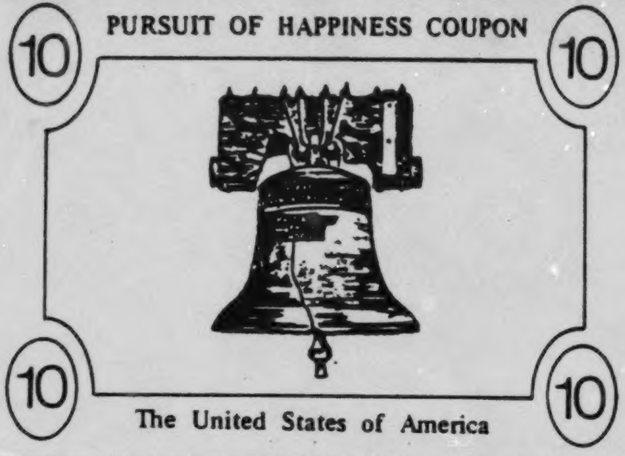
   Effect: ______________________________

JOHNNY THE VANDAL

DIRECTIONS: Below is a story of a boy named Johnny who vandalized school property. Read the story carefully. Answer the questions at the end of the story.

> Johnny, a seventh grade student, just received his report card from his homeroom teacher. Johnny did not like the grades he saw on his report card. He also knows that his mother and his father would not like what they saw on his report card. Johnny blamed all of his teachers for his bad grades. He is torn between knowing he must get his report card signed and facing his parents with his low grades. He wants to get back at someone or something. So, he picks up a rock and hurls it through the classroom window.

1. Why is Johnny upset?
2. Who did Johnny blame for his low grades?
3. How did Johnny feel when he opened his report card?
4. What could Johnny have done instead of throwing a rock through the classroom window?
5. What would you do if you were one of Johnny's classmates and saw him throw the rock?
6. What punishment should Johnny receive for his vandalism?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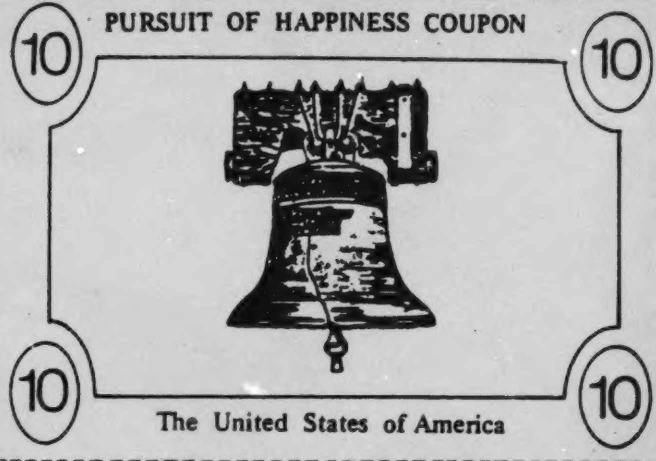
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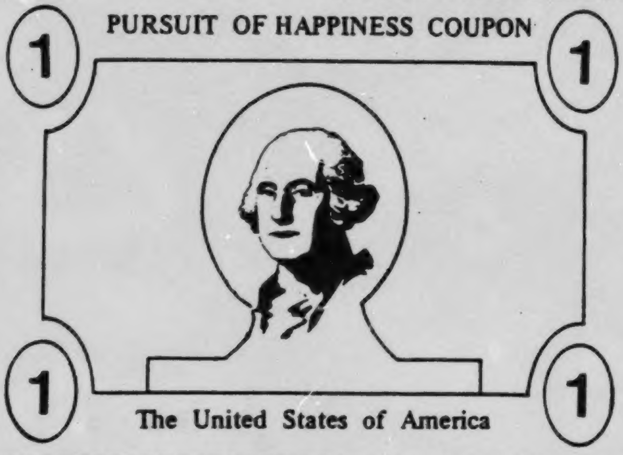
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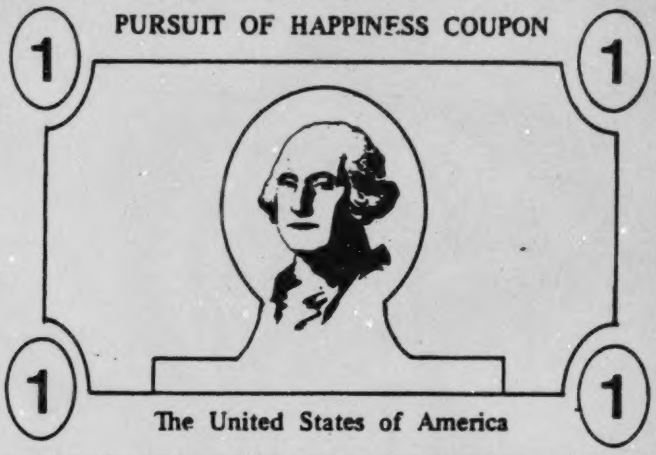
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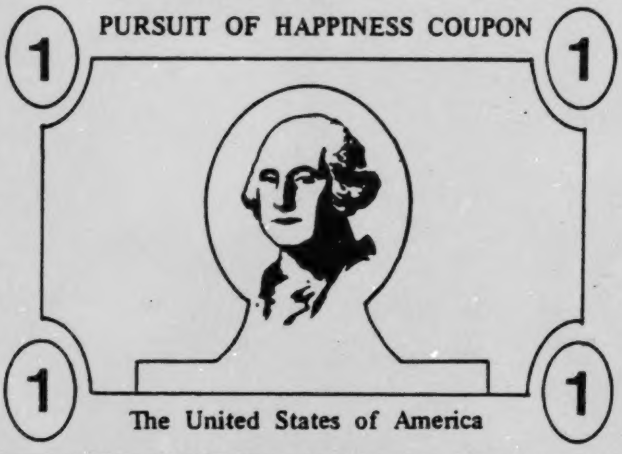
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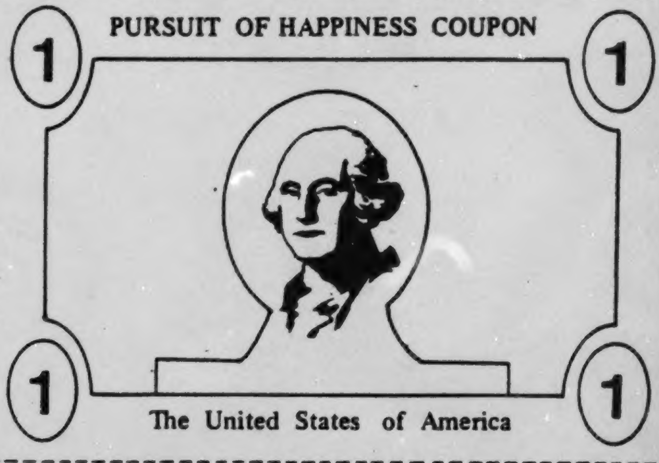
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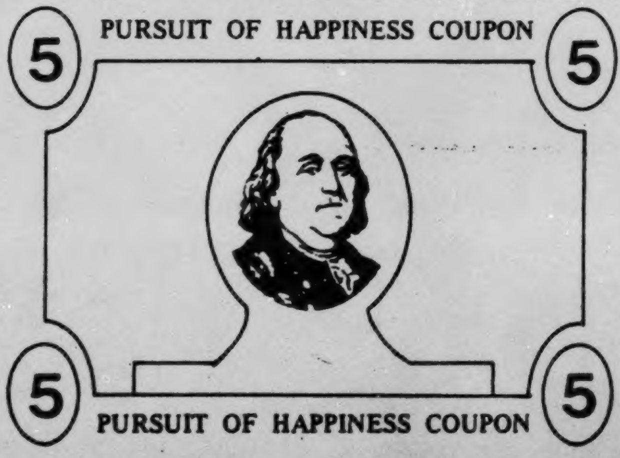
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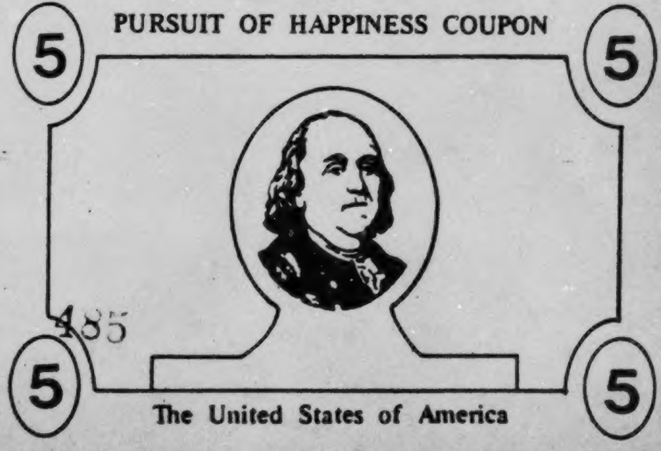
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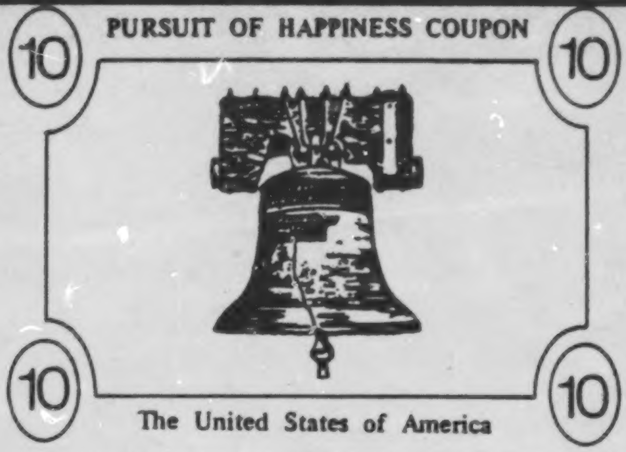
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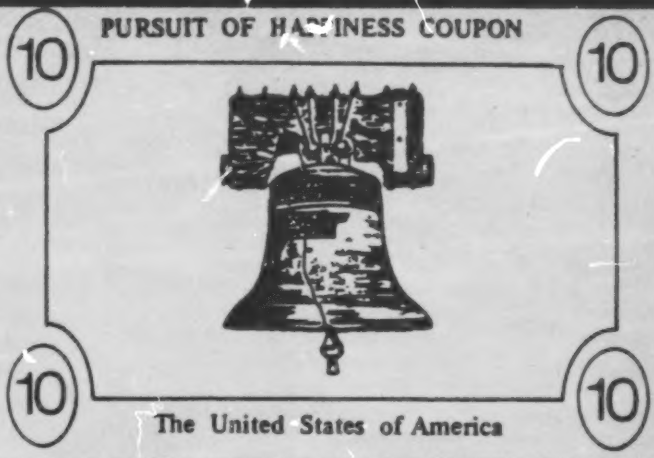
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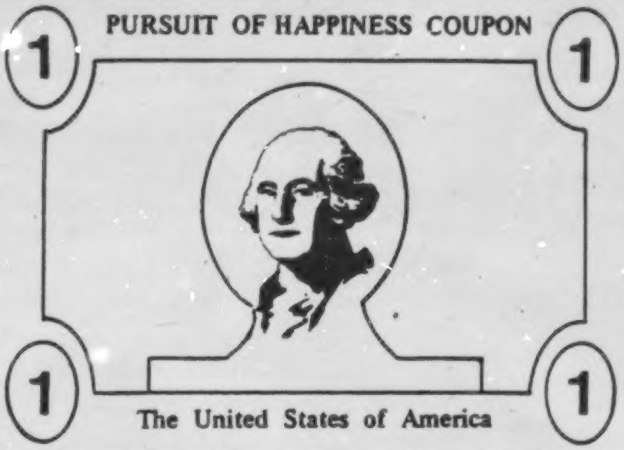
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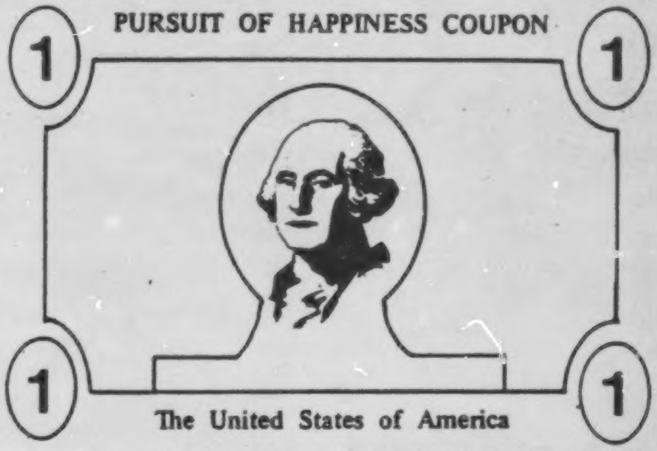
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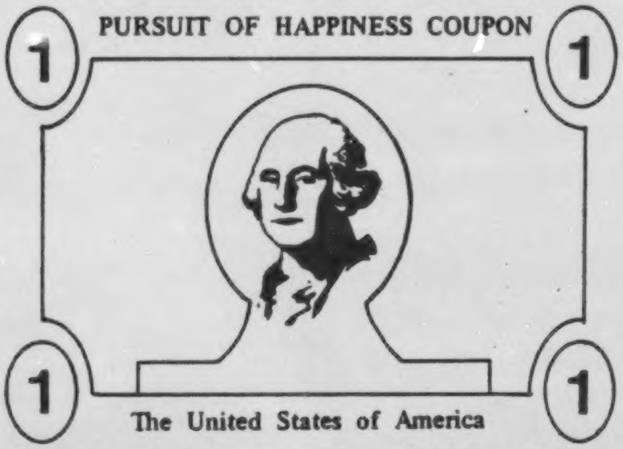
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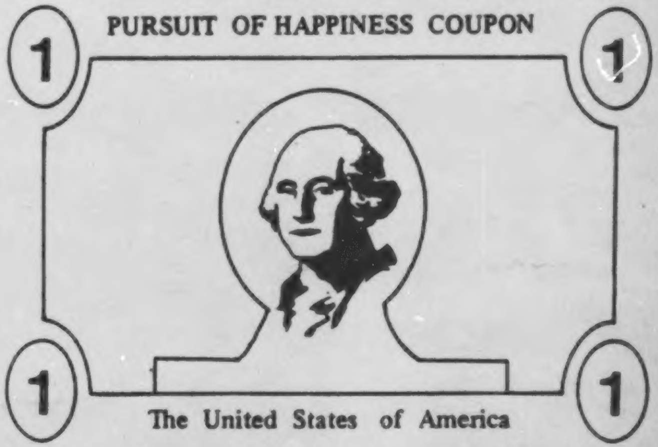
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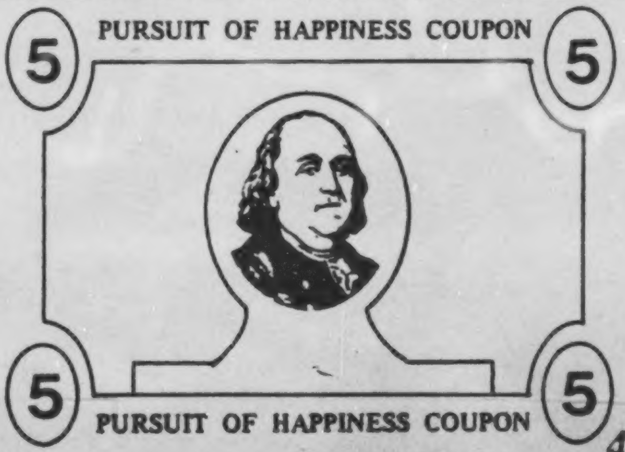
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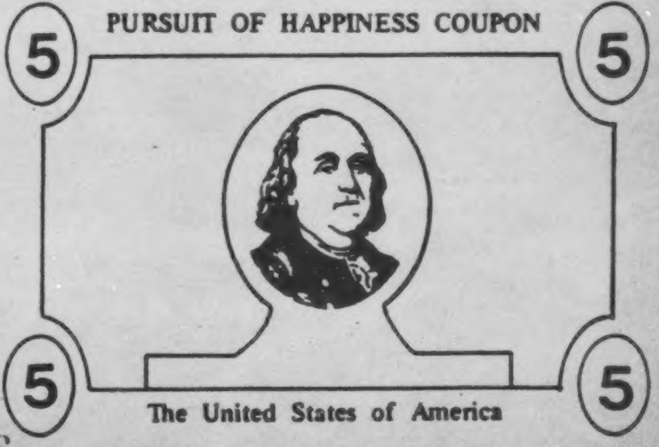
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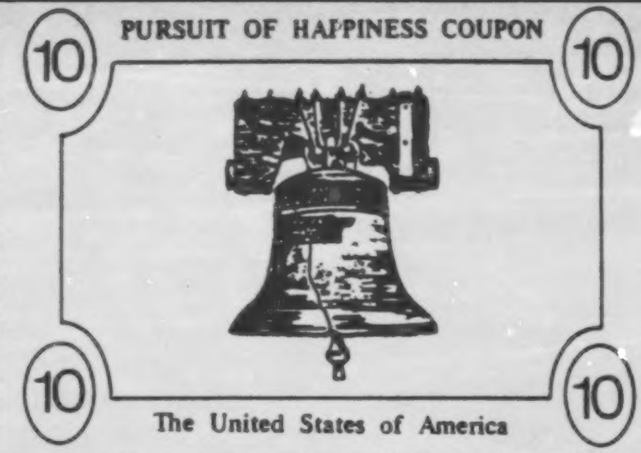
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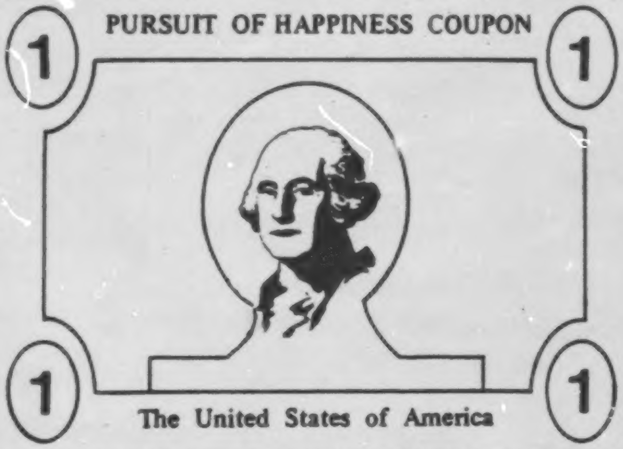
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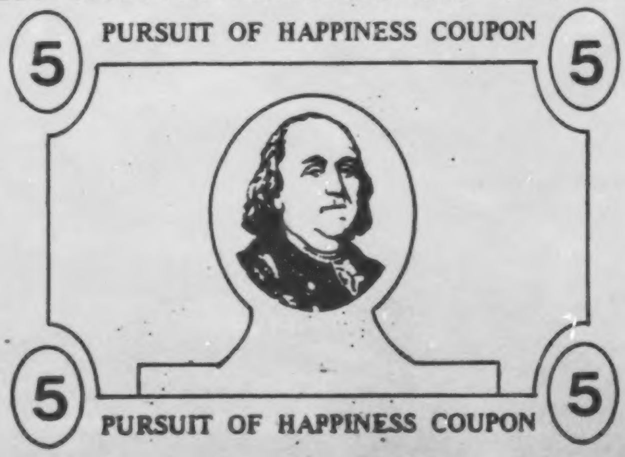
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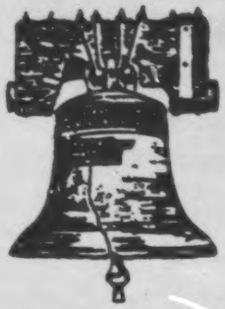

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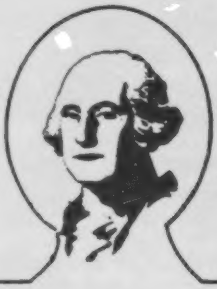

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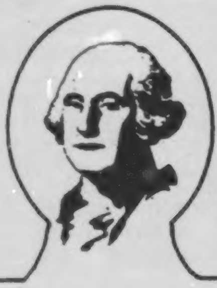

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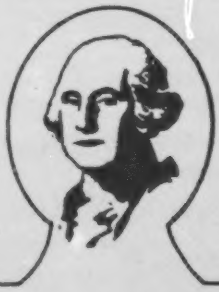

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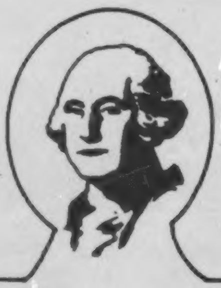

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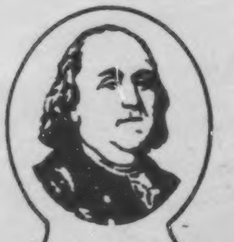

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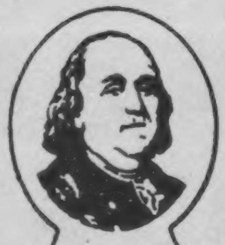

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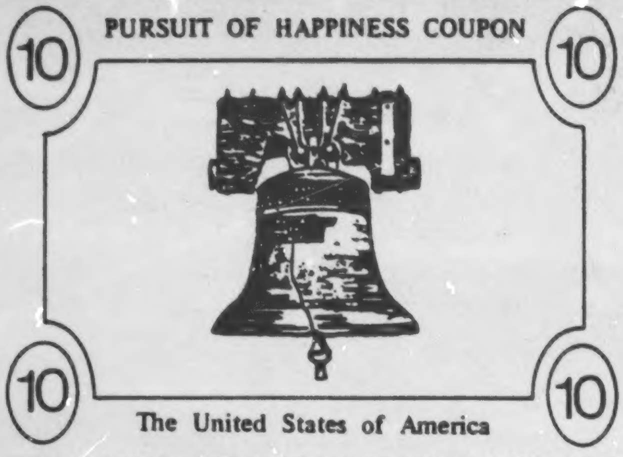
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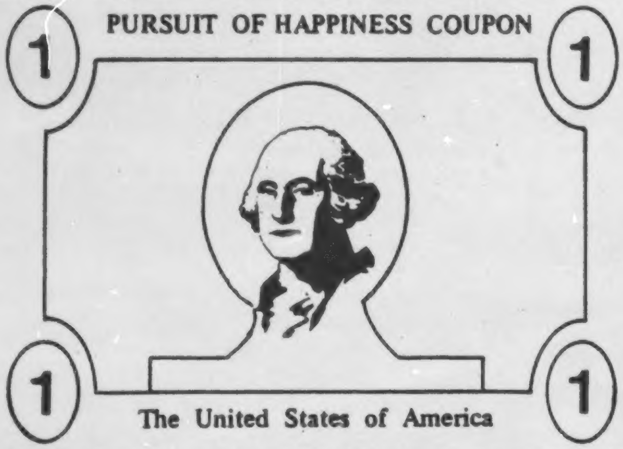
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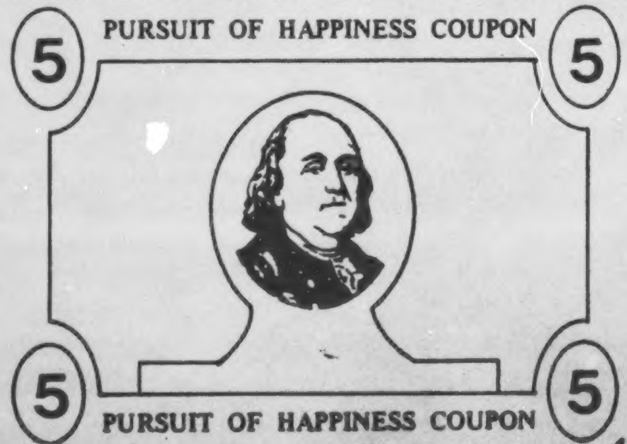
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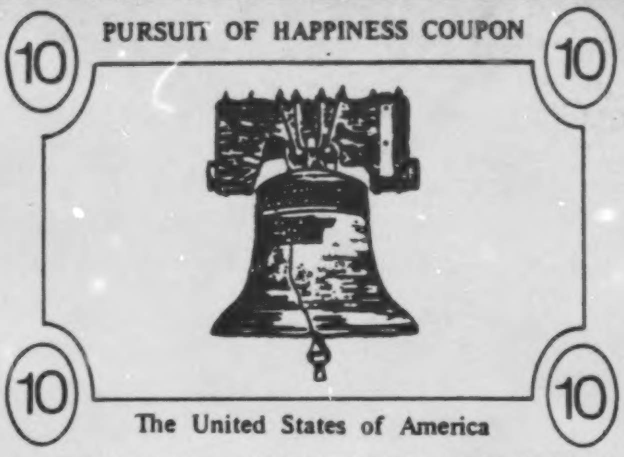
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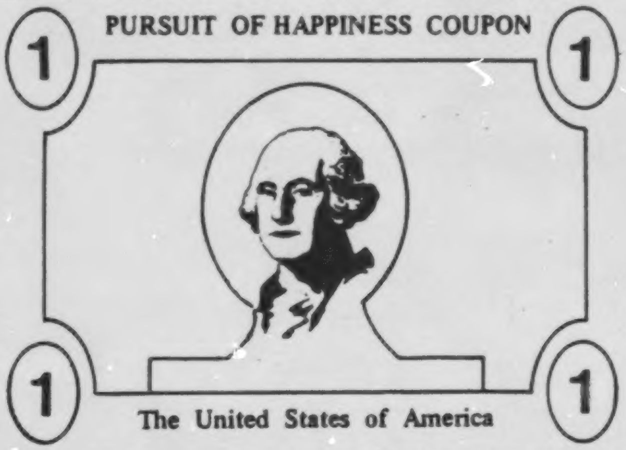
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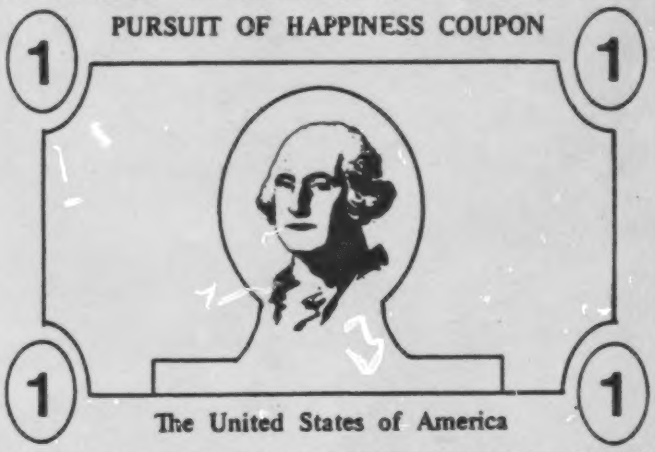
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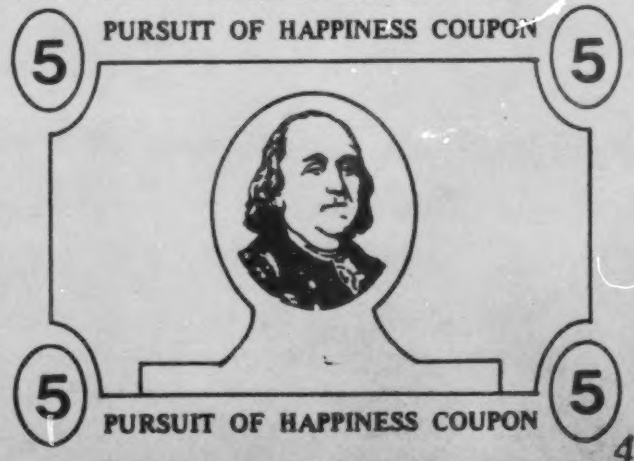
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UNIT OVERVIEW

LESSON UNIT: Georgia Government

GRADE LEVEL: 6

CONCEPTS: City government, county government, state government, lawmaking, political parties, vandalism

OVERALL GOALS OF UNIT: After having participated in these lessons of study, students will be able to:

1. Describe how their city, county, and state governments operate.
2. Discuss how an idea of an individual or group can become a law.
3. Have a basic understanding of the political party system in the United States.
4. Summarize how vandalism affects a community.

MATERIALS: 16 lessons with specific materials needed daily for each.

LESSON 1

LESSON TOPIC: Introduction to Local Government

GRADE LEVEL: 6

CONCEPTS: Government

TERMS: City, county, state

OBJECTIVES: Students will be able to:

1. Distinguish between a city, a county, and a state.
2. Locate their own city (if applicable), county, and state on a map of the United States and on a map of Georgia.
3. Discuss questions dealing with governmental affairs.

MATERIALS: United States map, Georgia state map, chart paper, markers, folders for each student.

PROCEDURE:

1. The teacher will introduce the unit of study on government by defining the terms city, county, state, and government from the glossary. Discussion will follow.
2. Using the United States map and the Georgia state map, the teacher will locate and show the students' city, county, and state—showing the relationship of each.
3. During a discussion time, the teacher will note facts known by students and questions they might have concerning governments. The teacher will chart and display these facts and questions. The charts will then be placed in an easy viewing area throughout the unit.
4. The teacher will hand out folders to each student. The students will write their names on folders and place assignments into these when instructed to do so.

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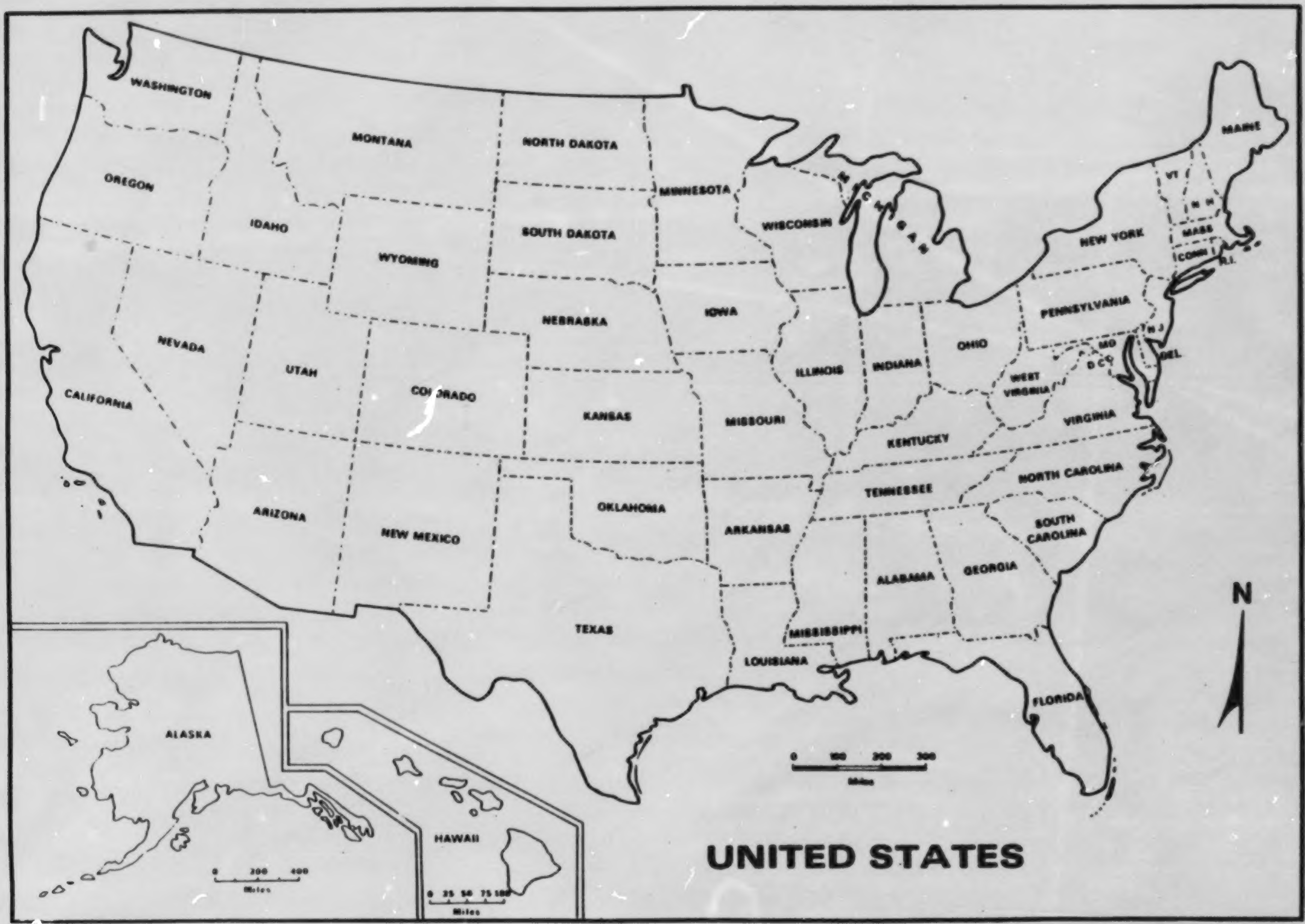
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Georgia State University, Department of Geography, Cartography Laboratory 1974

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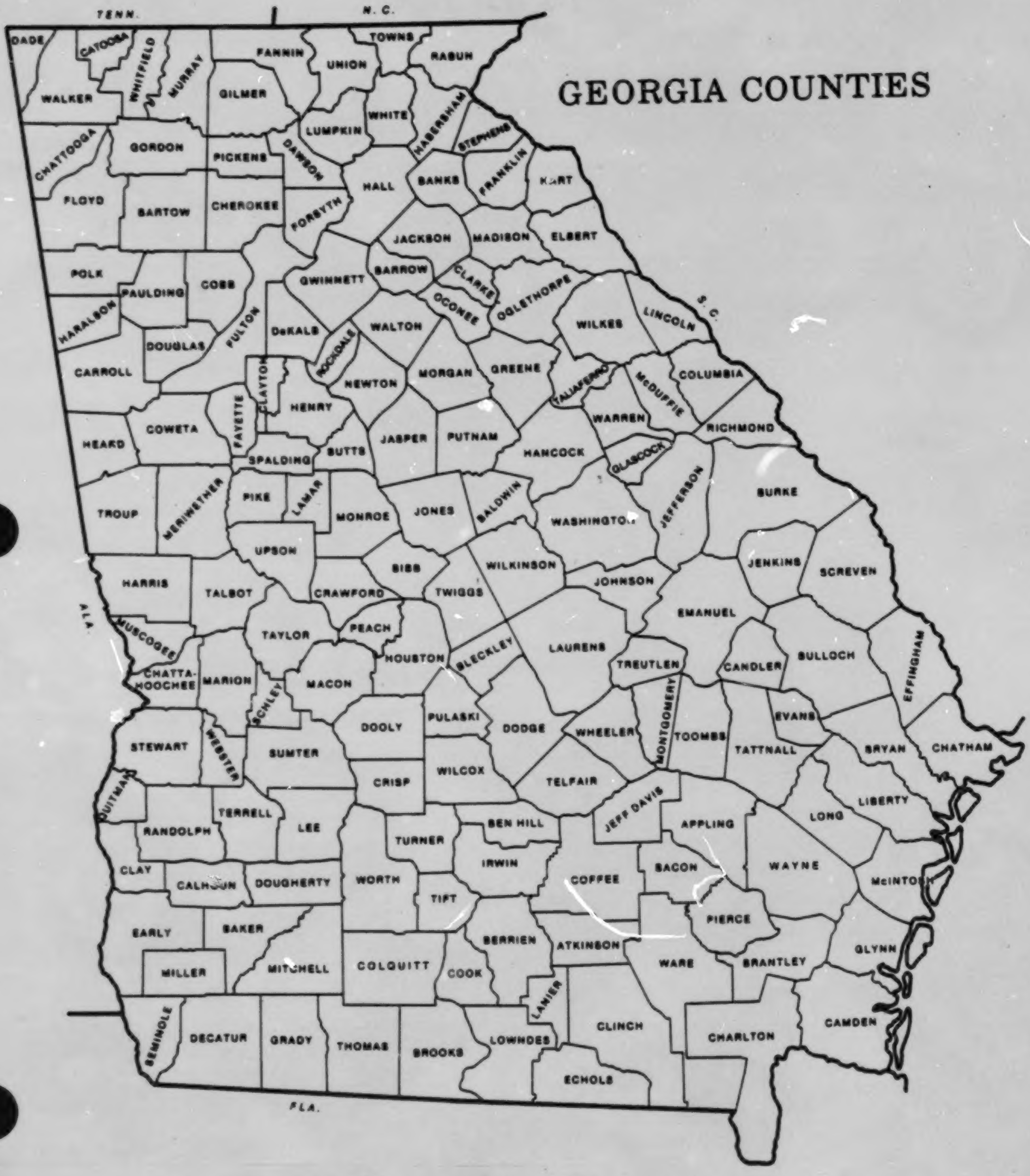
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WILKES
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HARALSON
DOUGLAS
FULTON
DeKALB
ROCKDALE
WALTON
DOUGLAS
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
WARREN
RICHMOND
HEARD
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SPALDING
BUTTS
JASPER
PUTNAM
HANCOCK
GLASCOCK
JEFFERSON
BURKE
TROUP
MERIWETHER
PIKE
LAMAR
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JONES
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WASHINGTON
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MUSCOGEE
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MACON
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CLINCH
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SEMINOLE
DECATUR
GRADY
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LOWNDES
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LESSON 2

LESSON TOPIC: Services

GRADE LEVEL: 6

CONCEPTS: Services

TERMS: Government, private

OBJECTIVES: Students will be able to:

1. Indicate if specific services are provided by the government or private sector.
2. Discuss the role of government in our lives.

MATERIALS: Handout "The Role of Government in Your Lives."

PROCEDURES:

1. Distribute the handout "The Role of Government in Your Lives." Have students divide into small groups and complete the handout.
2. The students should discuss the answers to this activity.

FUNCTIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT

Instructions: For each service or function listed in the left column, check the level or levels of government responsible for providing that service

Service	*United States*	*State*	*County*	*City*
Sheriff				
Water				
Sewer				
Sanitation/Garbage Collection				
Army and Navy				
Fire Department				
Post Office				
Highways				
Traffic Lights				
Schools				
Airport				
Parks and Recreation				
Library				
Hospital				
Voter Registration				
Police				
Courts				
Marriage Licenses				
Prisons and Jails				
Hunting and Fishing Regulation				
Health and Welfare				
Zoning				
Buses and Rapid Transit				
Social Security				
Zoo				

LESSON 3

LESSON TOPIC: Georgia Cities

GRADE LEVEL: 6

CONCEPTS: Cities

TERMS: Metropolitan, legend, population, megalopolis, incorporated, county

OBJECTIVES: Students will be able to:

1. Compare characteristics of large and small cities.
2. Locate information about cities in the state using the legend on a map of Georgia.

MATERIALS: Optional filmstrips: *The City* and the *Megalopolis* (Learning Tree LT428 A and B); Official highway map of Georgia for each student (available free from the State Department of Transportation, Atlanta, GA 30334); chart paper, markers, poster board, activity cards; handouts "Georgia Highway Map Activity," "Georgia Map Activity," "Local, State, and National Park and Recreation Opportunities in Georgia," and "Incorporated Cities Within Fulton County."

PROCEDURES:

1. If available, the teacher will present the filmstrip, *The City* to the entire class. A discussion will follow using comparisons to a metropolitan city (such as Atlanta) and a smaller city (such as a Fairburn). A chart of comparisons made by the class will be made by the teacher following the discussion.
2. The teacher will hand out Georgia highway maps to each student. An explanation as to the use of the legend of the map will be discussed. Activity cards will be passed out to each individual student. These cards will contain information concerning locating cities with different populations around the state. Other handouts that can be completed using the Georgia highway maps include "Georgia Highway Map Activity," "Georgia Map Activity," and "Local, State, and National Park and Recreation Opportunities in Georgia."
3. If available, the teacher will have in an activity center, the filmstrip *The Megalopolis.* Pairs of students can view this filmstrip.
4. The teacher will make a chart available of all cities included in the Fulton County area. Using the state of Georgia map, the student will locate each city and determine its population by using the legend.
5. Using the chart of all Fulton County area cities, the students will place these in alphabetical order. Then, the cities will be rearranged in terms of size, from largest to smallest.

ACTIVITY CARDS

Locate 5 cities with populations of under 1,000	Locate 5 cities with populations of 5,000 - 25,000
What is the southern-most city in Fulton County?	What is the symbol for a city whose population is over 50,000?
What is the largest city on Georgia's coast?	What is the capital of Georgia, and what is the symbol for it?
Marietta is located in which Georgia county?	Alphabetically, which Georgia city comes first?

Lesson 3
Procedure 2

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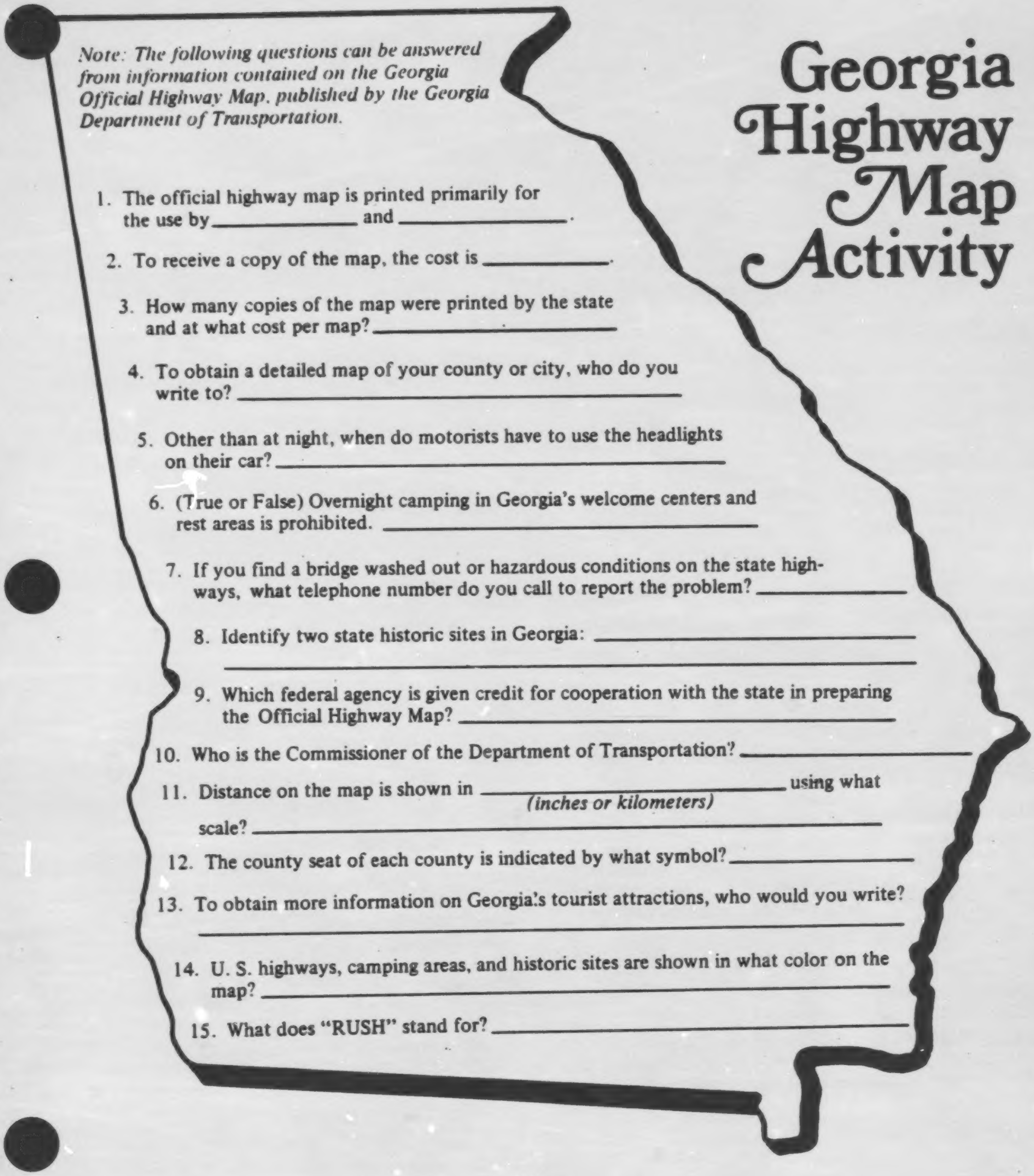
Georgia Highway Map Activity



Note: The following questions can be answered from information contained on the Georgia Official Highway Map, published by the Georgia Department of Transportation.

1. The official highway map is printed primarily for the use by ____________ and ______________.

2. To receive a copy of the map, the cost is __________.

3. How many copies of the map were printed by the state and at what cost per map? ____________________

4. To obtain a detailed map of your county or city, who do you write to? ______________________________

5. Other than at night, when do motorists have to use the headlights on their car? ______________________________

6. (True or False) Overnight camping in Georgia's welcome centers and rest areas is prohibited. ____________________

7. If you find a bridge washed out or hazardous conditions on the state highways, what telephone number do you call to report the problem? ____________

8. Identify two state historic sites in Georgia: ____________________
____

9. Which federal agency is given credit for cooperation with the state in preparing the Official Highway Map? ______________________________

10. Who is the Commissioner of the Department of Transportation? ______________

11. Distance on the map is shown in ____________________ using what
(inches or kilometers)
scale? ______________________________

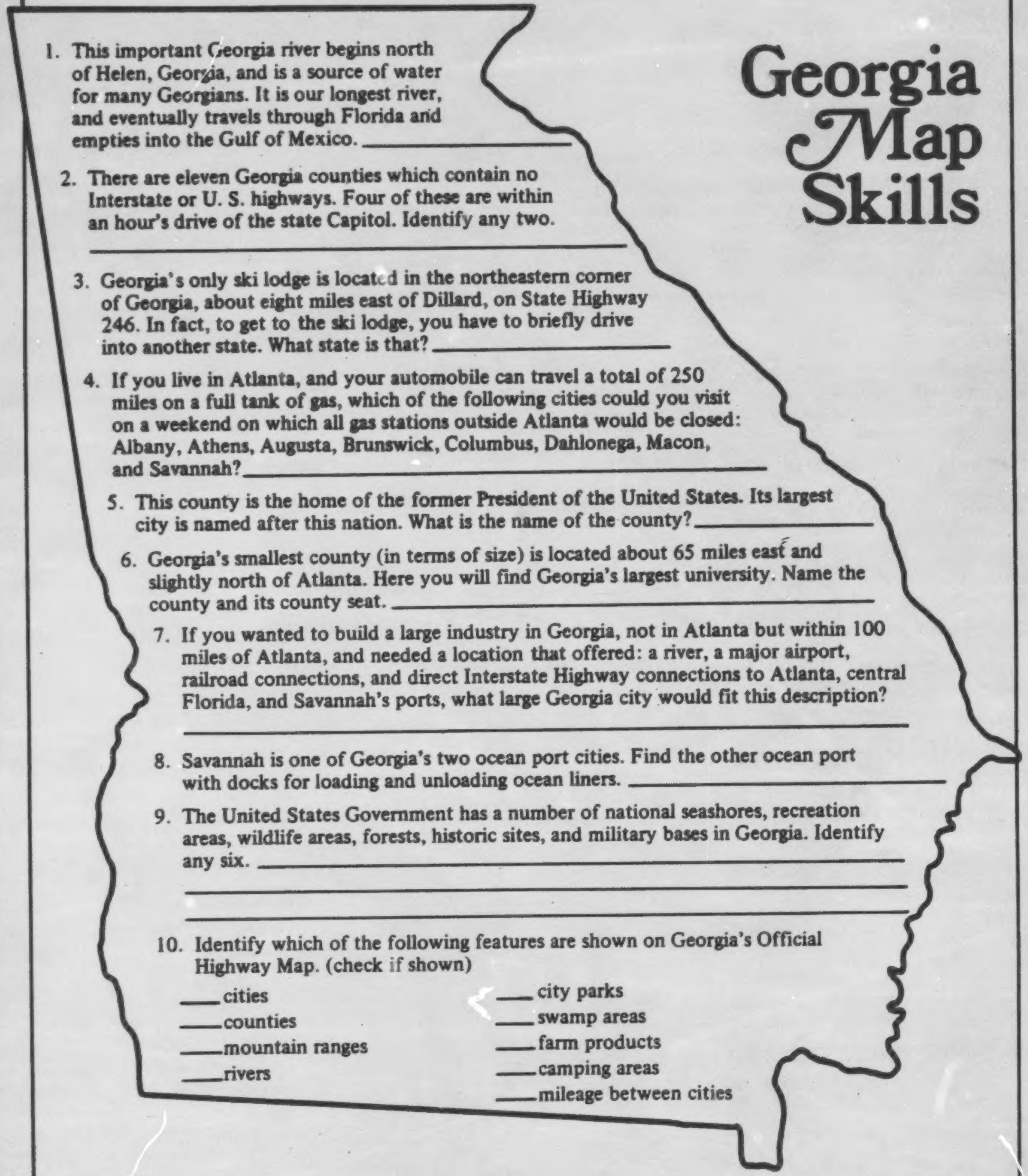
12. The county seat of each county is indicated by what symbol? ____________

13. To obtain more information on Georgia's tourist attractions, who would you write?
____

14. U. S. highways, camping areas, and historic sites are shown in what color on the map? ______________________________

15. What does "RUSH" stand for? ______________________________

Georgia *Map* Skills



1. This important Georgia river begins north of Helen, Georgia, and is a source of water for many Georgians. It is our longest river, and eventually travels through Florida and empties into the Gulf of Mexico. ________________

2. There are eleven Georgia counties which contain no Interstate or U. S. highways. Four of these are within an hour's drive of the state Capitol. Identify any two.
____

3. Georgia's only ski lodge is located in the northeastern corner of Georgia, about eight miles east of Dillard, on State Highway 246. In fact, to get to the ski lodge, you have to briefly drive into another state. What state is that? ________________

4. If you live in Atlanta, and your automobile can travel a total of 250 miles on a full tank of gas, which of the following cities could you visit on a weekend on which all gas stations outside Atlanta would be closed: Albany, Athens, Augusta, Brunswick, Columbus, Dahlonega, Macon, and Savannah? ________________________________

5. This county is the home of the former President of the United States. Its largest city is named after this nation. What is the name of the county? ________________

6. Georgia's smallest county (in terms of size) is located about 65 miles east and slightly north of Atlanta. Here you will find Georgia's largest university. Name the county and its county seat. ________________________________

7. If you wanted to build a large industry in Georgia, not in Atlanta but within 100 miles of Atlanta, and needed a location that offered: a river, a major airport, railroad connections, and direct Interstate Highway connections to Atlanta, central Florida, and Savannah's ports, what large Georgia city would fit this description?
____

8. Savannah is one of Georgia's two ocean port cities. Find the other ocean port with docks for loading and unloading ocean liners. ________________

9. The United States Government has a number of national seashores, recreation areas, wildlife areas, forests, historic sites, and military bases in Georgia. Identify any six. ________________________________
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10. Identify which of the following features are shown on Georgia's Official Highway Map. (check if shown)

____cities
____counties
____mountain ranges
____rivers
____city parks
____swamp areas
____farm products
____camping areas
____mileage between cities

LOCAL, STATE, AND NATIONAL PARK AND RECREATION OPPORTUNITIES IN GEORGIA

Many Georgia cities build and operate local parks, swimming pools, tennis courts, ball parks, and other recreation sites for local citizens. Name some of the local parks and recreation opportunities available in your city (if you live in a city).

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Most Georgia counties operate parks or other recreation sites within the county. Identify some of the parks in your county located within ten miles of your school. ______________________________

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Using a highway map of Georgia, identify the *state parks* within an hour's drive (approximately 50 miles) of your school. (Hint: Use the map's legend and distance scale.) ______________________________

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The United States government has designated certain areas within Georgia as special places for American citizens. These places are called *national parks, national recreation areas, national historic sites, national seashores, national wilderness areas, national forests, national cemeteries,* and *national battlefields.* Using a state highway map of Georgia, identify the national parks and sites (within a two-hour's drive of your school, approximately 110 miles. . (Hint: Use the map's legend and distance scale.) ______________________________

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Using classroom or library resources, identify a state or national park or recreation site you would like to visit and tell why. (Use additional paper if necessary.)

____

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INCORPORATED CITIES WITHIN FULTON COUNTY

INCORPORATED CITIES WITHIN FULTON COUNTY

Alpharetta

Atlanta

College Park

East Point

Fairburn

Hapeville

Mountain Park

Palmetto

Roswell

Union City

INCORPORATED CITIES WITHIN FULTON COUNTY

City	Population from Map	1980 Population
Alpharetta	1,000 - 5,000	3,128
Atlanta	over 50,000	415,022*
College Park	5,000 - 25,000	19,884
East Point	25,000 - 50,000	37,486
Fairburn	1,000 - 5,000	3,466
Hapeville	5,000 - 25,000	6,166
Mountain Park	under 1,000	378**
Palmetto	1,000 - 5,000	1,941
Roswell	5,000 - 25,000	23,337
Union City	1,000 - 5,000	4,780

*Of this population, 37,283 live in the part of Atlanta in DeKalb County.

**Of this population,2 live in the part of Mountain Park in Cherokee County.

LESSON 4

LESSON TOPIC: City Government

GRADE LEVEL: 6

CONCEPTS: Mayor-council, council-manager

TERMS: Mayor, council, manager, incorporated

OBJECTIVES: Students will be able to:

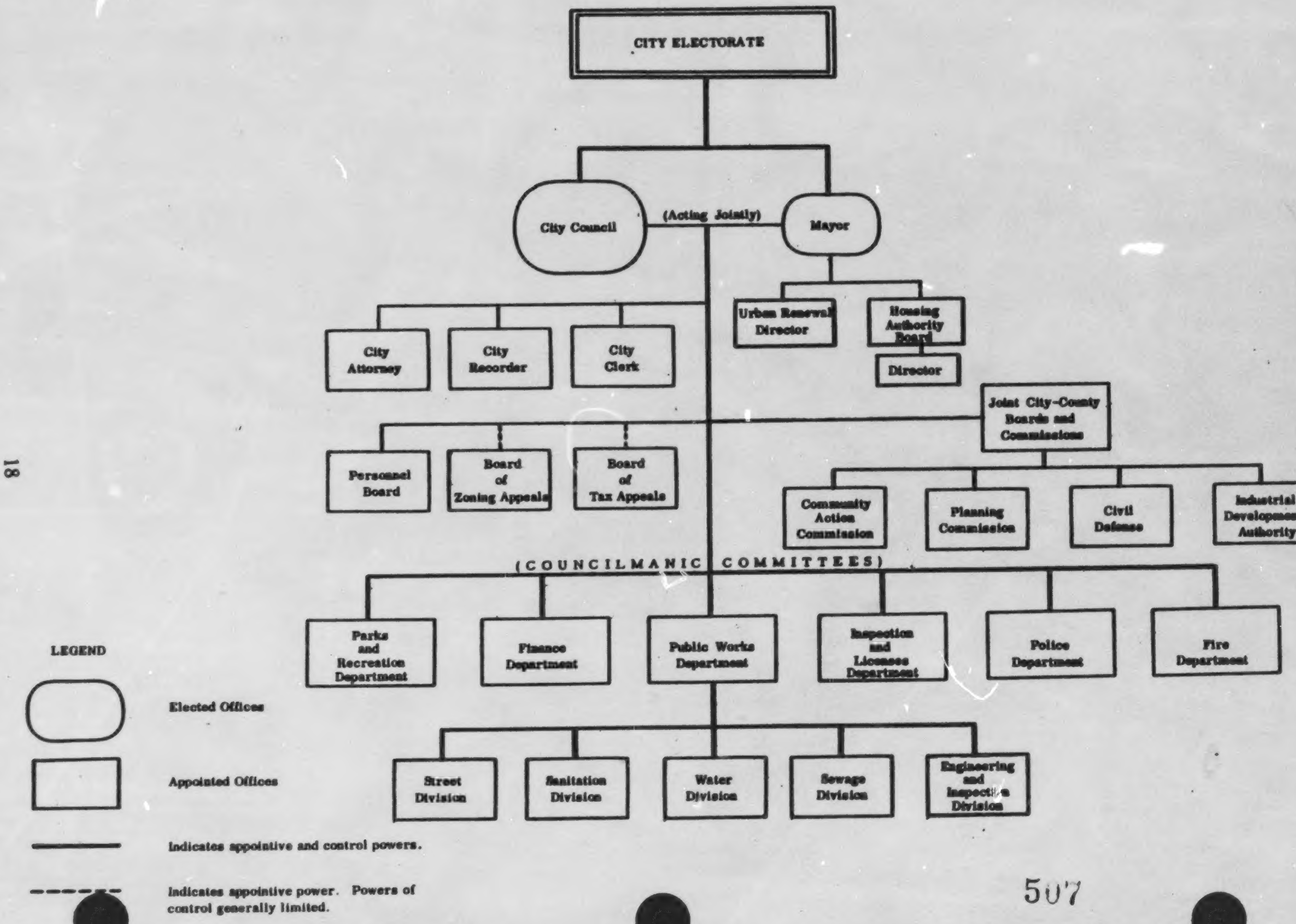
1. Discuss two different types of city government.
2. Identify under which type their own city government (if they live in a city) operates.
3. List the names of the prominent city officials in their own city (if they live in a city).
4. Explain how a city is formed.

MATERIALS: Transparency sheets of: (a) Mayor–Council form of city government, (b) Council–Manager form of city government; markers and overhead projector; handout "Officials of Incorporated Cities within Fulton County."

PROCEDURES:

1. The teacher will define and discuss the two types of city governments—(a) Mayor-Council, (b) Council-Manager, using overhead projector and transparency sheets.
2. Using the handout "Officials of Incorporated Cities within Fulton County," the teacher will then introduce the name and title of the local city officials. If students do not live in a city, pick an appropriate nearby city or the county seat. The students will then identify the type of government their city operates under.
3. The teacher will then, using the correct transparency sheet, fill in the prominent names in the correct spaces.
4. The teacher will explain that cities are formed when a group of people who form a community decide they want to become a city and agree to pay taxes in return for certain services. To do this, the state legislature must pass a law creating the city as an official government.

MAYOR-COUNCIL CITY GOVERNMENT


CITY ELECTORATE
City Council
(Acting Jointly)
Mayor
Urban Renewal Director
Housing Authority Board
Director
City Attorney
City Recorder
City Clerk
Joint City-County Boards and Commissions
Personnel Board
Board of Zoning Appeals
Board of Tax Appeals
Community Action Commission
Planning Commission
Civil Defense
Industrial Development Authority
(COUNCILMANIC COMMITTEES)
Parks and Recreation Department
Finance Department
Public Works Department
Inspection and Licenses Department
Police Department
Fire Department
Street Division
Sanitation Division
Water Division
Sewage Division
Engineering and Inspection Division
LEGEND
Elected Offices
Appointed Offices
Indicates appointive and control powers.
Indicates appointive power. Powers of control generally limited.

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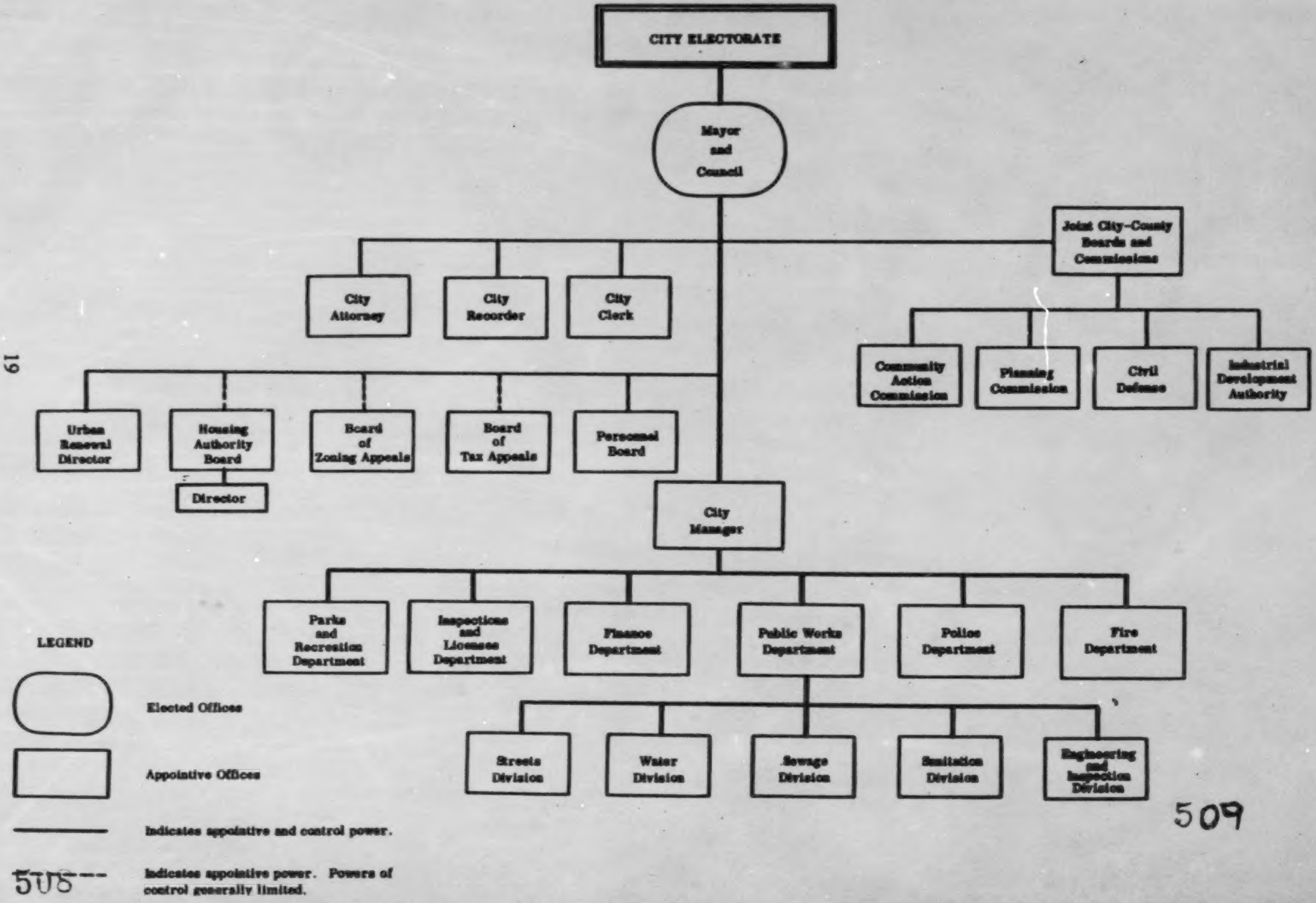
THE VERSITY OF GEORGIA

COUNCIL-MANAGER CITY GOVERNMENT


CITY ELECTORATE
Mayor and Council
Joint City-County Boards and Commissions
City Attorney
City Recorder
City Clerk
Community Action Commission
Planning Commission
Civil Defense
Industrial Development Authority
Urban Renewal Director
Housing Authority Board
Director
Board of Zoning Appeals
Board of Tax Appeals
Personnel Board
City Manager
Parks and Recreation Department
Inspections and Licenses Department
Finance Department
Public Works Department
Police Department
Fire Department
Streets Division
Water Division
Sewage Division
Sanitation Division
Engineering and Inspection Division
LEGEND
Elected Offices
Appointive Offices
Indicates appointive and control power.
Indicates appointive power. Powers of control generally limited.

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508

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INCORPORATED CITIES WITHIN FULTON COUNTY

The following information was compiled from the Georgia Municipal Association's 1980 Directory of Georgia Municipal Officials. The number to the right of the city's name indicates the congressional district in which the cities lies.

ATLANTA 5 Fulton
Population : 415,022
City Hall : 68 Mitchell St. SW
30303
Phone : (404)658-6000
Meet : 1st & 3rd Mondays
Mayor : Maynard H. Jackson
Council Pres.: Marvin Arrington
Council : Debby McCarty
John Sweet
James Howard
James Bond
Morris Finley
Mary Davis
Buddy Fowlkes
Richard Guthman
Arthur Langford
Ira Jackson
James Maddox
Dozier Smith
Robert Pitts
Carolyn Long Banks
Elaine Wiggins Lester
Barbara Miller Asher
Q. V. Williamson
Jack Summers
City Atty. : Marva Jones Brooks
City Clerk : Larry H. Dingle
City Eng. : Charles Marmelstein
City Planner : Panke Bradley
Code Enforce.: Catherine Malicki
Elect. Supt. : Roland L. Dover
Federal Pro. : Bill Alexander
Fin. Dir. : Charles Davis
Fire Chief : R. B. Sprayberry
Housing Adm. : James A. Smith
Parks & Rec. : Gerri Elder
Per. Dir. : Clara Axam
Police Chief : George Napper
Pur. Agent : Sheila Brown
San. Supt. : W. Cedric Maddox
Sewer Supt. : Frederick T. Artis
Street Supt. : Frederick T. Artis
U. Supt. : Chester Funnye
Water Supt. : T. E. Stallworth

ALPHARETTA 5 Fulton
Population : 3,128
City Hall : 12 S. Main Street
30201
Phone : (404)475-9566
Meet : 2nd & 4th Mondays
Mayor : Jimmy Phillips
Council : Joe Bostardi
Aubrey Cagle
Bill David
C. F. Hill
Billy Hunter
Sandy Johnson
City Atty. : Bill Garrett
City Clerk : Sue Rainwater
City Planner : Helen Burger
Code Enforce.: S. R. Monroe
Fin. Dir. : C. F. Hill
Fire Chief : Walter Ferguson
Parks & Rec. : Mike Jackson
Police Chief : Larry Abernathy
P. W. Supt. : Foster Cagle
Recorder : Fred McRee
San. Supt. : Foster Cagle
Sewer Supt. : Foster Cagle
Street Supt. : Foster Cagle
Water Supt. : Foster Cagle

COLLEGE PARK 6 Fulton
Population : 19,884
City Hall : P. O. Box F
30337
Phone : (404)767-1537
Meet : 1st & 3rd Mondays
Mayor : T. Owen Smith
Council : Otis Scogin
Michael Hightower
Harry Swann
Calvin Wilson
R. W. Wilson
Herman A. Barnard
City Atty. : George Glaze
City Clerk : Jean Conaway
City Eng. : Lynn B. Curry, Jr.
City Planner : V. R. Steubing, Jr.
Elect. Dir. : Robert W. Dudley
Federal Pro. : Emory Brock
Fire Chief : Winfred Tucker
Parks & Rec. : Eric Stipe
Per. Dir. : Carl J. Freeman
Police Chief : G. L. Glover
P. W. Dir. : James D. Bazemore, Jr.
Pur. Agent : Byron Harrison
Recorder : Juanita Marsh
San. Supt. : Harvey Bowen
Sewer Supt. : Ronald Watkins
Street Supt. : J. D. Williams
Water Supt. : Ronald Watkins

EAST POINT 6 Fulton
Population : 37,486
City Hall : 2777 East Point St
30344
Phone : (404)765-1000
Meet : 1st & 3rd Mondays
Mayor : Walter Ponder
Council : Scott Walters, Sr.
Arthur Benefield
Olen Gunnin
Harold Cawthon
Clyde Kinnett
Percy Franklin
Roscoe McMillan
Ray Fagan
City Atty. : George Sparrow
City Clerk : Mary Holleman
City Eng. : J. P. Eidson
City Mgr. : Donald Stone
City Planner : Bob Stubbing
Code Enforce.: B. W. Addis
Elect. Supt. : Cris Andersen
Federal Pro. : Joe Johnson
Fin. Dir. : Mary Holleman
Fire Chief : Jesse Westbrook
Parks & Rec. : Dick Lane
Per. Dir. : John Marriner
Police Chief : Harold Tallant
P. W. Supt. : J. P. Eidson
Pur. Agent : Alvin Beaty
Recorder : Roderick McDuffie
San. Supt. : David Harris
Sewer Supt. : J. P. Eidson
Street Supt. : J. P. Eidson
Training Dir.: John Marriner
U. Supt. : Cris Anderson
Water Supt. : Bill Smythe

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FAIRBURN 6 Fulton
Population : 3,466
City Hall : P. O. Box 145
30213
Phone : (404)964-2244
Meet : 2nd Monday
Mayor : Albert J. Green
Council : T. Welton Smith
Herbert L. Entrekin
Roy Farr
Bryant Shellnutt
Dr. H. V. Turner
Dr. I. D. Engram, Jr.
City Atty. : Glaze, McNally & Glaze
City Clerk : Bobbie C. Langston
City Mgr. : Alex Howell, Sr.
Code Enforce.: Alex Howell, Sr.
Elect. Supt. : Larry Kidd
Fire Chief : Welton Smith
Police Chief : Charles H. Nave
Pur. Agent : Alex Howell, Sr.
Recorder : Wm. C. Rimmer
Sewer Supt. : Bob Huddleston
Water Supt. : Bob Huddleston

HAPEVILLE 6 Fulton
Population : 6,166
City Hall : P. O. Box 82311
30354
Phone : (404)768-8080
Meet : 1st Tuesday
Mayor : Frank E. Coggin
Council: : Richard Adams
James W. McCord
W. Hoyt Smith
Barney L. Sullivan
City Atty. : Glaze, McNally & Glaze
City Adm. : Robert A. Forgay
City Eng. : Joe D. Hindman
City Planner : V. Robert Stubing
Fire Chief : Jesse West
Parks & Rec. : Jac Roth
Per. Dir. : C. C. Martin
Police Chief : James E. Clay
P. W. Supt. : James L. Guy
Recorder : William Cooper

MOUNTAIN PARK [illegible] Fulton
Population 378
City Hall : 100 Mt. Park Road
Roswell - 30075
Phone : (404)993-4231
Meet : 3rd Saturday
Mayor : Edward F. Rigby
Council : Jim Gregory
David Harris
Patsy Hawkins
Bette Ramos
Judy Ray
City Atty. : Robert L. Schwind
City Clerk : Krista F. Branson

PALMETTO 6 Fulton/Coweta
Population : 1,941
City Hall : 549 Main Street
30268
Phone : (404)463-3377
Meet : 1st Monday
Mayor : Gene Chastain
Council : Tom Gibby
Joel Brown
Talmadge Bunn
Charles Dean
Roger Handley
Marion "Mert" Houston
City Atty. : Kirby Glaze
City Admin. : Charles E. Montgomery
Fin. Dir. : Charles E. Montgomery
Fire Chief : Roger Handley
Per. Dir. : Charles E. Montgomery
Police Chief : J. Clark Boddie

ROSWELL 5 Fulton
Population : 23,337
City Hall : 617 Atlanta St.
30075
Phone : (404)993-9541
Meet : 1st & 3rd Monday
Mayor : W. L. Mabry
Council : Don White
Carl Callum
Albert Temples
Frank Wilbanks
Scott Childress
Russell Carlisle
City Atty. : George J. Polatty, Sr.
City Clerk : Wilbur K. Avera
City Eng. : Wilson Long
City Mgr. : Wilbur K. Avera
City Planner : Paul Lambert
Parks & Rec. : George W. Johnson
Policy Chief : Terry Joyner
Recorder : Maurice Hilliard
San. Supt. : David Mooney
Street Supt. : David Mooney
Water Supt. : Cecil Wood

UNION CITY 6 Fulton
Population : 4,780
City Hall : 5047 Union Street
30291
Phone : (404)964-2288
Meet : 1st & 3rd Tuesday
Mayor : B. D. Adams
Council : Odell Mashburn
Bob Watson
Herb Dodson
Ric Bowen
City Atty. : W. R. McNally
City Clerk : Sonya G. Carter
City Eng. : Keck & Wood
City Mgr. : Sonya G. Carter
City Planner : Keck & Wood
Federal Pro. : Sonya G. Carter
Fin. Dir. : Sonya G. Carter
Fire Chief : Marcell West
Per. Dir. : Sonya G. Carter
Police Chief : Bobby L. Fronebarger
P. W. Supt. : Allen Robinson
Pur. Agent : Sonya G. Carter
San. Supt. : Allen Robinson
Sewer Supt. : Allen Robinson
Street Supt. : Allen Robinson
U. Supt. : Bob Nicholson
Water Supt. : Allen Robinson

511

LESSON 5

LESSON TOPIC: Government Services

GRADE LEVEL: 6

CONCEPTS: Services

TERMS: Police, fire, water, recreation, city hall, library, electricity, garbage, ambulance

OBJECTIVES: Students will be able to:

1. Identify some of the different services offered by the city to its citizens.
2. Recognize how life is different for people who do and do not live in cities.
3. Develop questions to ask a class speaker on city government.
4. Locate local city services (i.e., police, fire, water, recreation departments, city hall, library, electricity, garbage collections, ambulance service, etc.).
5. Develop a map of the city illustrating services available to the people.
6. List facts learned about one's city and city government operation.

MATERIALS: Optional filmstrips: *Communities are People* (Learning Tree LT696-A), *Other Community Services* (Learning Tree LT551-D); chart, markers; map of your city available for a small charge from the Department of Transportation, No. 2 Capitol Square, Atlanta, GA 30334; I.C.E. *Community Resource Directory;* four current telephone directories; chart of services offered; plywood and wood blocks/scraps, paint, paint brushes, glue.

PROCEDURES:

1. If available, the teacher will show each filmstrip and lead a discussion time after each.
2. The teacher will chart questions concerning services that are available from the students' own city (or from a nearby city).
3. Students will discuss how life is different for people who do and do not live in cities, and why people would want to form a city.
4. After preparation of questions is made, the Mayor of the city (if students live in a city) could be invited to speak to the entire class. At the conclusion of the talk, questions may be asked. (Alternative speakers would be a Council Member, Police Chief or City Manager). Questions should be prepared ahead of time, such as what made you want to seek the office of Mayor or Council Member, what courses or experiences would be useful in preparing for this office, how do you decide how you will vote on issues coming before the city, etc.
5. The teacher can ask a student to write a letter to thanks to the speaker for coming and sharing information with them.
6. The teacher will divide class into four groups. Giving each group a current telephone directory, the students will locate the telephone number and address of each service on the chart. The students will write down information on paper and place in work folder.

*7. The students will construct, on a plywood base, a map of their city. They will use a map of the city (furnished by city hall) as a guide. Services which are available will be marked, along with streets, their own homes and school.

SUMMARY The teacher will direct each student to list a minimum of five facts learned concerning his own city and city government operation. Papers will be turned into work folders being kept on this unit.

**A probable two or three-day activity, due to complexity and supervision needed to perform task.*

LESSON 6

LESSON TOPIC: County Government

GRADE LEVEL: 6

CONCEPTS: County

TERMS: Resident, citizen, small county government, large county government

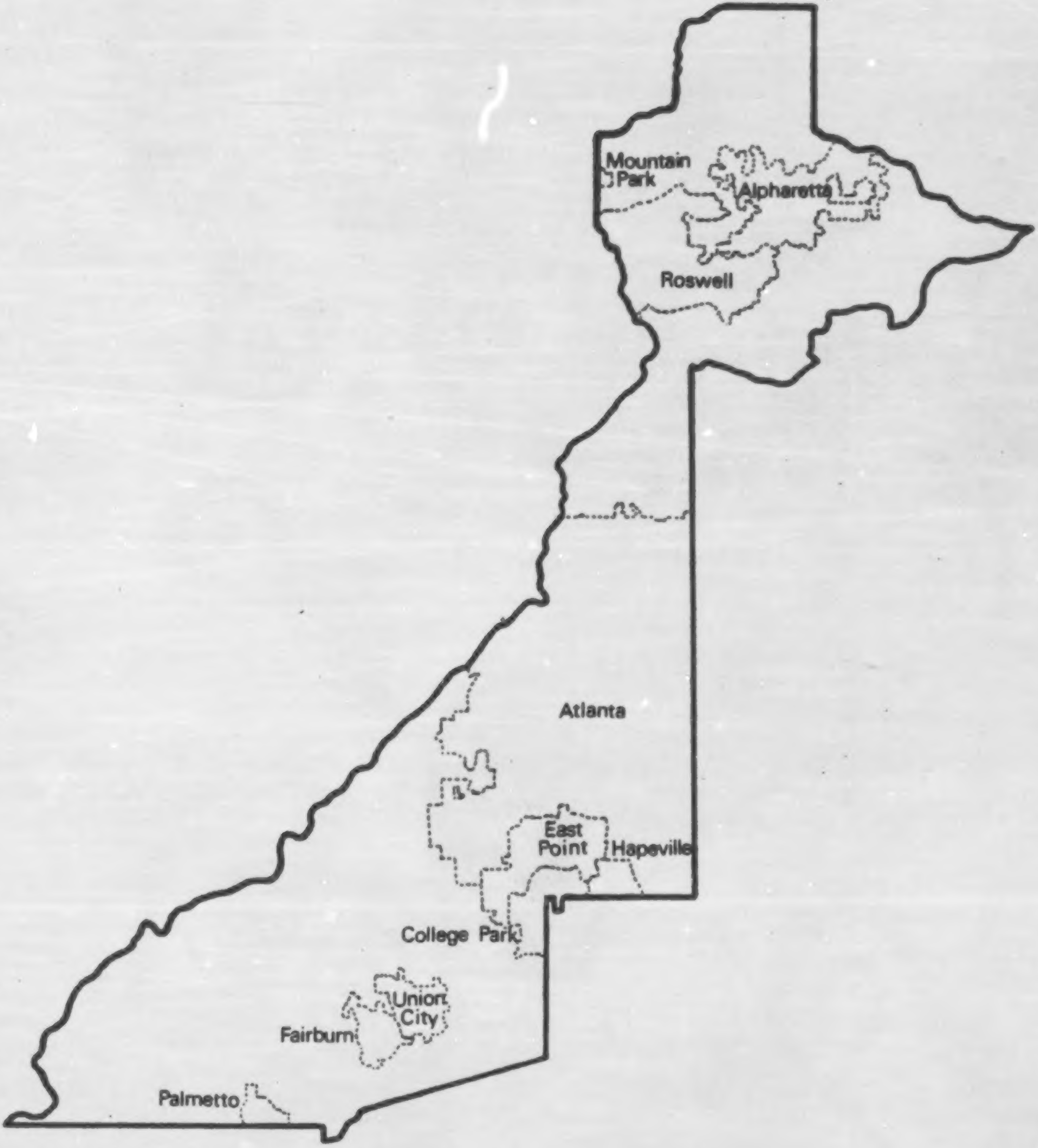
OBJECTIVES: Students will be able to:

1. Identify which county they live in and important facts about the county.
2. Recognize that they are both residents and citizens of their county.
3. Distinguish between large and small county government organization.
4. Discuss the general organization of the Fulton County government.

MATERIALS: Transparency of Fulton County, grease markers, chart of facts concerning Fulton County (A detailed map of Fulton County is available from the State Department of Transportation, No. 2 Capitol Square, Atlanta, GA 30334 for $1.00). Transparencies of: (a) Small County Government Organization, (b) Large County Government Organization, (c) Fulton County Government Organization.

PROCEDURES:

1. After the teacher has introduced this lesson by asking students what county they live in, a transparency of Fulton County will be shown to the class.
2. The teacher will locate and mark on transparency the communities of Atlanta, Alpharetta, College Park, East Point, Fairburn, Hapeville, Mountain Park, Palmetto, Roswell, and Union City.
3. The teacher will then go over important facts charted, concerning Fulton County. Students will copy facts for placing in work folders.
4. Teacher will identify major point of interest in Fulton County (e.g., State Capitol complex, Cyclorama, Governor's Mansion, High Museum of Art, Underground Atlanta, Hartsfield International Airport, etc.).
5. Teacher will identify major businesses and firms with production facilities or headquarters in Fulton County (e.g., GM, Ford, Coca-Cola, Lockheed, etc.). (For assistance, contact Atlanta Chamber of Commerce).
6. The teacher will define and discuss the two types of county government by using the transparencies—pointing out similarities and differences.
7. The teacher will then discuss the organization of Fulton County government, using the overhead transparency.
8. The teacher will then, referring to a chart of prominent Fulton County officials, fill in the appropriate boxes on the overhead transparency. The students will become familiar with those names and the positions they hold.


Mountain Park
Alpharetta
Roswell
Atlanta
East Point
Hapeville
College Park
Union City
Fairburn
Palmetto

514

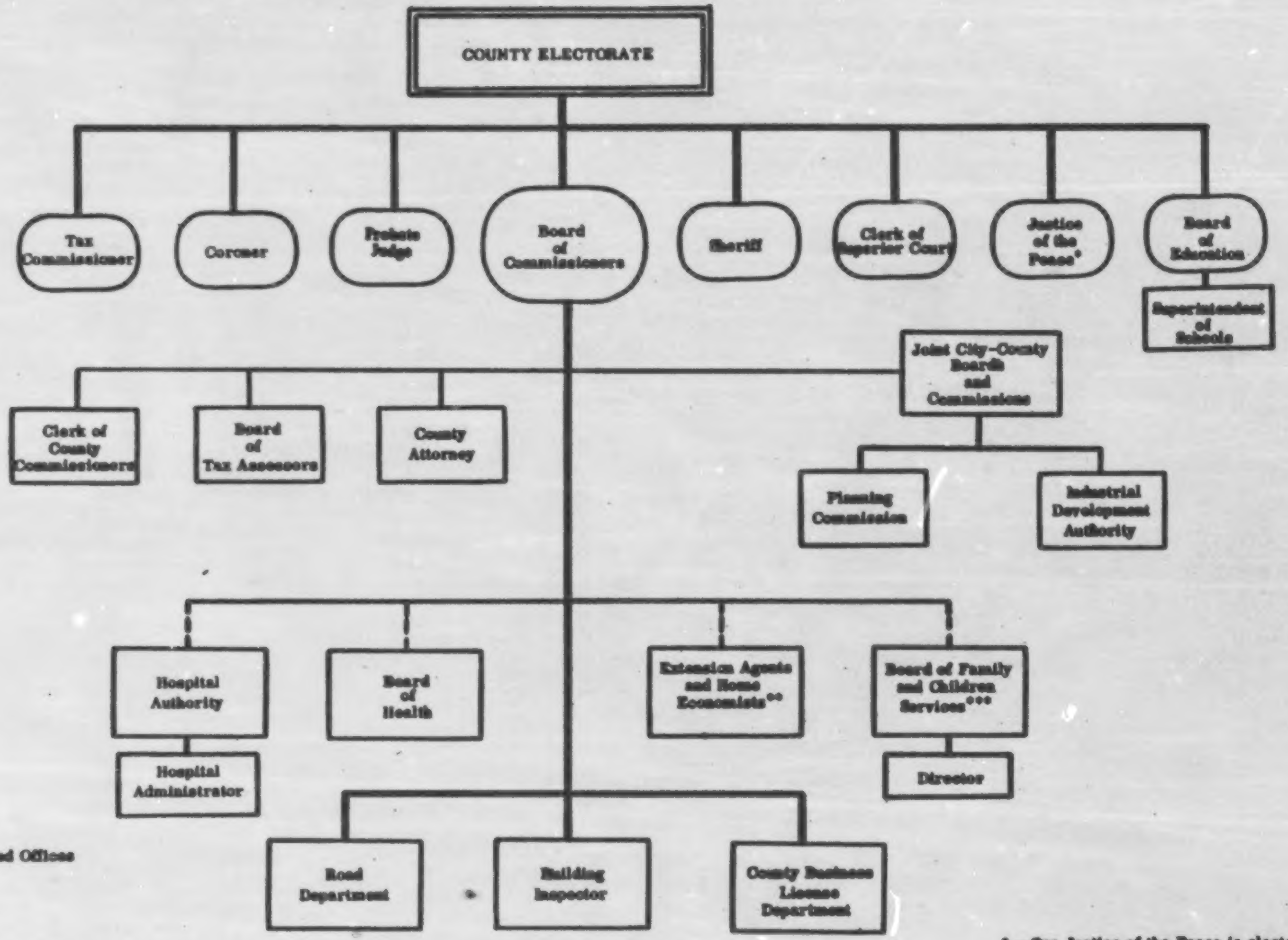
Facts About Fulton County

1. Named for Robert Fulton, steamboat inventor.
2. 1842 *Terminus* was county seat, then *Marthasville*, then name changed in 1848 to *Atlanta.*
3. Created from DeKalb County in 1853.
4. 1932, got elongated shape by absorbing Milton County to the north and Campbell County to the south.
5. During Civil War most of county, including Atlanta, was leveled by fire, November 4, 1864.
6. The area of Fulton County–523 square miles.
7. Population (1980)–589,904
8. Is in the 34th, 40th and 56th State Senatorial Districts.
9. 4th, 5th, 6th U.S. Congressional Districts
10. Communities include:

    Atlanta (county seat)
    Alpharetta
    College Park
    East Point
    Fairburn
    Hapeville
    Mountain Park
    Palmetto
    Roswell
    Union City

INSTITUTE OF GOVERNMENT
THE UNIVERSITY OF GEORGIA

SMALL COUNTY GOVERNMENT


COUNTY ELECTORATE
Tax Commissioner
Coroner
Probate Judge
Board of Commissioners
Sheriff
Clerk of Superior Court
Justice of the Peace*
Board of Education
Superintendent of Schools
Joint City-County Boards and Commissions
Planning Commission
Industrial Development Authority
Clerk of County Commissioners
Board of Tax Assessors
County Attorney
Hospital Authority
Hospital Administrator
Board of Health
Extension Agents and Home Economists**
Board of Family and Children Services***
Director
Road Department
Building Inspector
County Business License Department

LEGEND

▢ Elected Offices

□ Appointed Offices

——— Indicates appointive and control power

- - - - - Indicates appointive power. Powers of control generally limited.

*—One Justice of the Peace is elected in each militia district in the county.

**—Appointed by the Board of Commissioners and the University of Georgia Cooperative Extension Service.

***—Appointed by State Commissioner of Human Resources from nominees submitted by Board of Commissioners.

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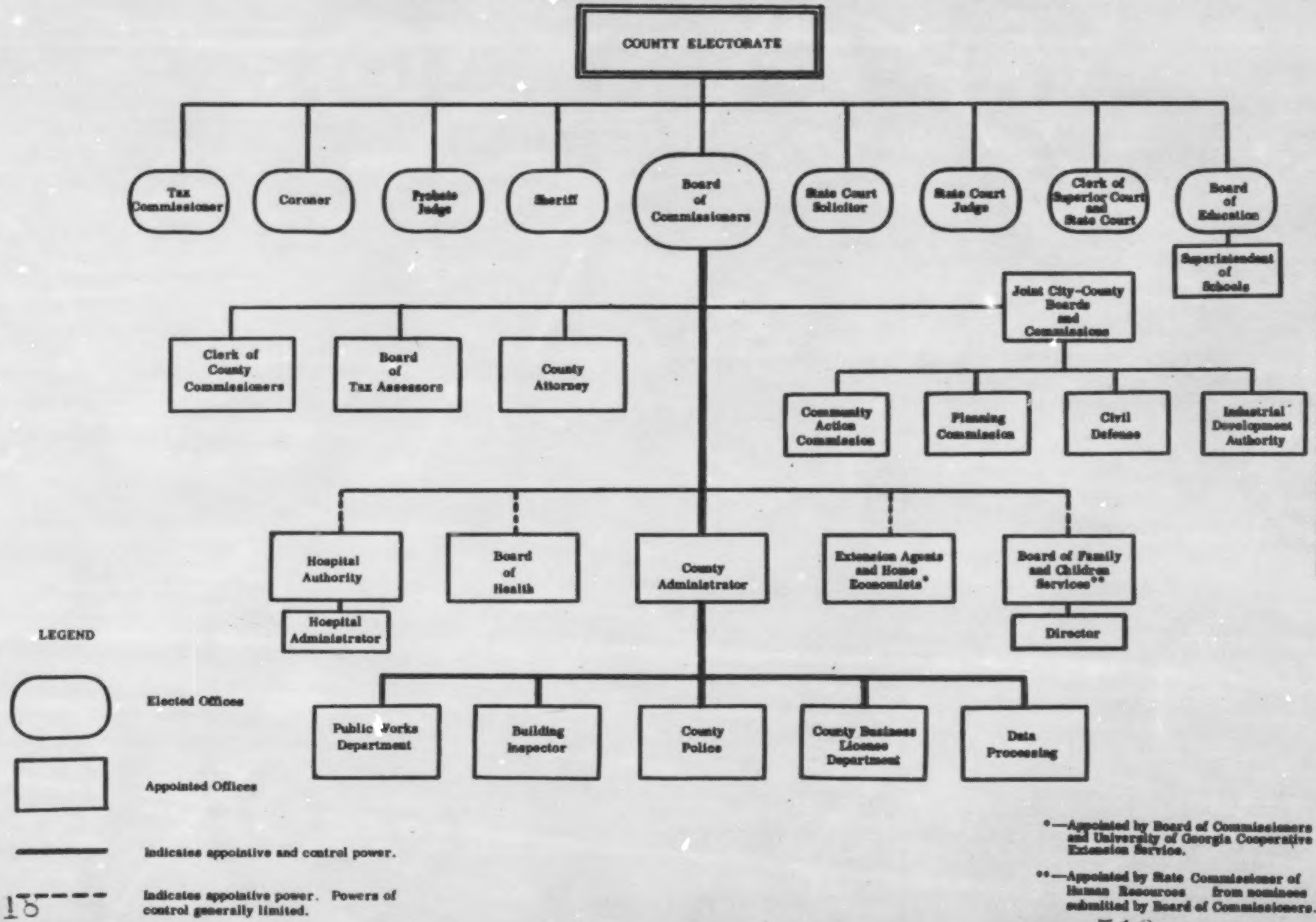
LARGE COUNTY GOVERNMENT


COUNTY ELECTORATE
Tax Commissioner
Coroner
Probate Judge
Sheriff
Board of Commissioners
State Court Solicitor
State Court Judge
Clerk of Superior Court and State Court
Board of Education
Superintendent of Schools
Joint City-County Boards and Commissions
Clerk of County Commissioners
Board of Tax Assessors
County Attorney
Community Action Commission
Planning Commission
Civil Defense
Industrial Development Authority
Hospital Authority
Hospital Administrator
Board of Health
County Administrator
Extension Agents and Home Economists*
Board of Family and Children Services**
Director
Public Works Department
Building Inspector
County Police
County Business License Department
Data Processing
LEGEND
Elected Offices
Appointed Offices
indicates appointive and control power.
indicates appointive power. Powers of control generally limited.

*—Appointed by Board of Commissioners and University of Georgia Cooperative Extension Service.

**—Appointed by State Commissioner of Human Resources from nominees submitted by Board of Commissioners.

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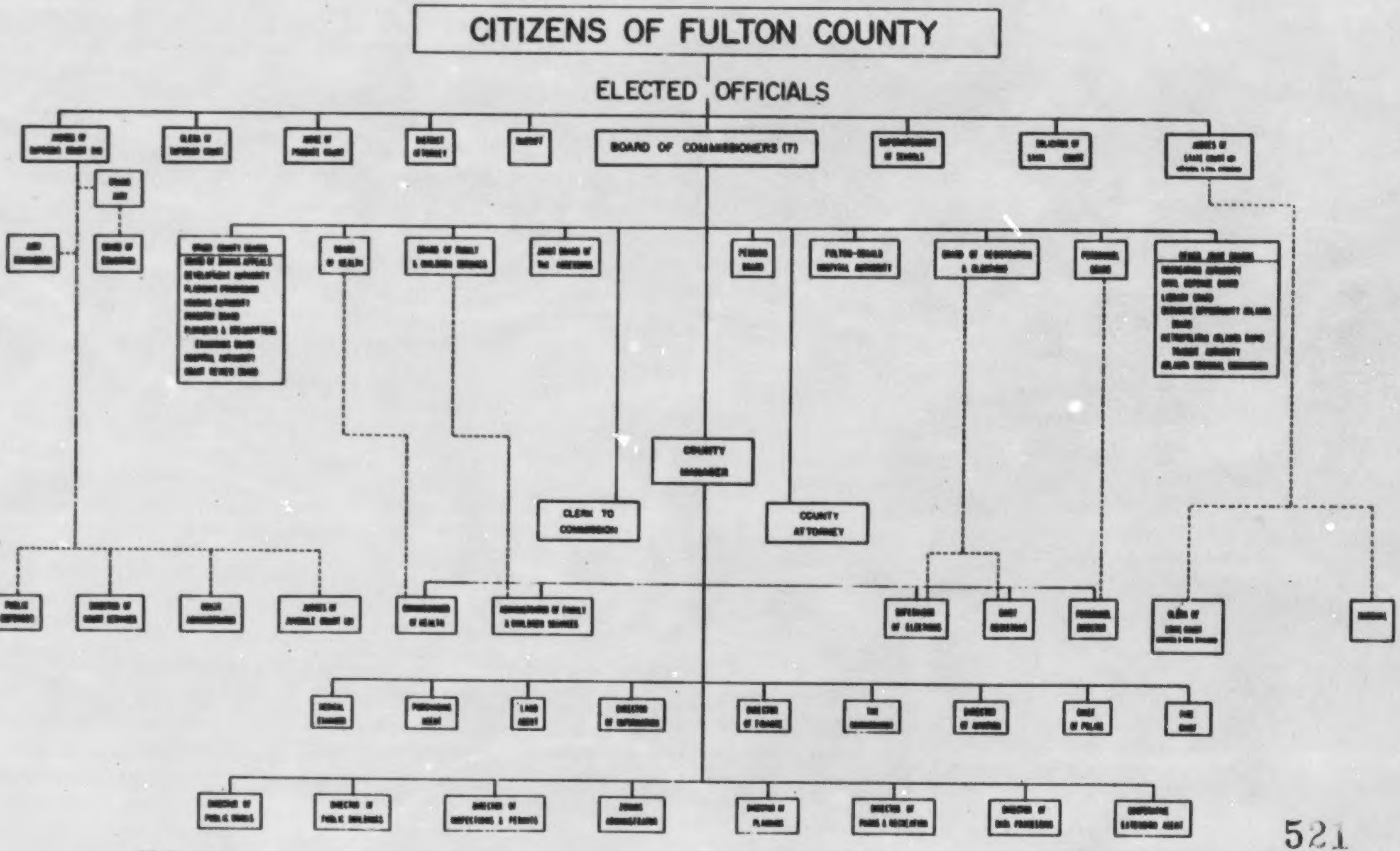
FULTON
COUNTY

ORGANIZATION OF THE FULTON COUNTY GOVERNMENT


CITIZENS OF FULTON COUNTY
ELECTED OFFICIALS
BOARD OF COMMISSIONERS (7)
COUNTY MANAGER
CLERK TO COMMISSION
COUNTY ATTORNEY

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FULTON COUNTY

Fulton County is the central and most populous county (1980 official population, 589,904) of the Atlanta Metropolitan Area and the most populous county in Georgia. The 5-county Atlanta Metropolitan region's 1980 population was 1,687,882. Originally created in 1853 by the Georgia General Assembly and enlarged in 1931 by the absorption of two adjacent counties, Fulton County encompasses 523 square miles. The City of Atlanta occupies about 117 square miles or 45% of Fulton County and accounts for approximately 62% of its taxable property assessments and 73% of its population. Nine other incorporated cities located in the County are: Alpharetta, College Park, East Point, Fairburn, Hapeville, Mountain Park, Palmetto, Roswell and Union City.

Government

The Board of Commissioners is the governing and policy making body of the County. The Board consists of seven members elected to a four-year term, which, for members now in office, will expire in December, 1982. Four Commissioners are elected from districts and three from the County at-large. The Chairman of the Board of Commissioners is elected by a majority of members.

The Commission sets levels of service to be provided by each department when it approves each annual department budget. It levies taxes, adopts a yearly capital improvement program, has authority over the County's health and welfare programs, authorizes County bond issues, and promotes new industrial activity through the Development Authority. It also regulates zoning, fire and police protection, parks, libraries, and refuse disposal in the unincorporated area of the County.

The Commission appoints the County Manager as its chief executive officer, who in turn appoints all department heads, with Commission approval, except elected officials and some whose appointments are specifically provided

SOURCE: Fulton County Annual Financial Report for Fiscal Year Ending December 31, 1979 for in the law. The manager's chief function is to carry out County policy as set by the County Commission.

The Finance Department is responsible for the legal collection, stewardship and disbursement of County funds. The funds come from the departments which collect the various taxes and fees. The department compiles the County budget, accumulates data to evaluate programs, and analyzes revenue requirements.

County Services

Fulton County employs 3,400 persons. The figure includes thirty-one elected officials and thirty-two department heads. Services provided include fire and police protection, garbage collection and disposal, sewage collection and treatment, water supply and distribution in the unincorporated areas of the County. Public health services, public welfare, tax collections, and the court system of the entire county are also the responsibilities of the County government. Library service is provided by a contract with the City of Atlanta. Public hospital facilities are administered by The Fulton-DeKalb Hospital Authority which operates Grady Memorial Hospital. Property zoning is a joint function of the County and the City of Atlanta.

The school system for the County, outside the limits of the City of Atlanta, is operated by the Fulton County Board of Education, which is appointed by the Grand Jury. Fulton County owns and operates a general aviation airport facility. The airport is currently undergoing an expansion of facilities aimed at relieving general aviation traffic at Atlanta's Hartsfield International Airport. Through contractual agreements, the County provides financial support to The Fulton-DeKalb Hospital Authority and the Atlanta and Fulton County Recreation Authority (Atlanta Statium and the Omni).

LESSON 7

LESSON TOPIC: County Commission

GRADE LEVEL: 6

CONCEPTS: County commissioner, services

TERMS: Public works, sheriff, zoning, health, assistance programs, records

OBJECTIVES: Students will be able to:

1. Identify one of their own county commissioners.
2. Discuss what a county commissioner's responsibilities are in the county government.
3. Identify some of the services the county offers its citizens.
4. Discuss where one would go to obtain specific services.

MATERIALS: Fulton County Annual Report or Political Directory published by Atlanta-Fulton County League of Women Voters, Telephone Book (either white or yellow pages), I.C.E. *Community Resource Directory*.

An optional teacher resource on county government is *County Government in Georgia* by Mary A. Hepburn, Institute of Government, University of Georgia.

PROCEDURES:

1. The teacher will invite a County Commissioner to speak to the class.
2. After the speaker concludes, questions may be asked by the students. Before this time, questions will be prepared, such as: how did you get interested in county government, what are your responsibilities as a county commissioner, etc.
3. The students will list certain services that would be disrupted in the county government, if the county folded. If necessary, have students refer to the Fulton County Annual Report for description of the various services provided by the county. Or, have students look in the white pages or in the yellow pages. A discussion will follow as a help to the students to add to their list. The list will be placed in work folders.
4. The teacher will ask students where they would go for certain services—e.g., (a) to get a car tag; (b) report for jury duty; (c) to obtain a marriage license; (d) to obtain a divorce; (e) check value of property. If the answers are not known, teacher will tell them.

LESSON 8

LESSON TOPIC: Counties

GRADE LEVEL: 6

CONCEPTS: County

TERMS: Size, location, points of interest

OBJECTIVES: Students will be able to:

1. Identify the counties which border Fulton.
2. Identify how many counties are in the state of Georgia.
3. Identify some points of interest which are located in Fulton County.

MATERIALS: State of Georgia Map (for each student), map of U.S. with counties marked, worksheet map of Fulton and surrounding counties (for each student), pictures of points of interest (including the zoo, State Capitol, Cyclorama, airport, Underground Atlanta, High Museum of Art, Governor's Mansion, Fulton County Stadium, Peachtree Plaza, Regency, Omni, Six Flags, Georgia State University, Georgia Tech, court houses, buildings and a major shopping area (downtown or Lenox Square), I.C.E. study prints, I.C.E. slides.

PROCEDURES:

1. The teacher, and students, using a map of Georgia will attempt to locate the longest county in the state; the largest and smallest (in terms of geographic size).
2. The teacher will show students a map of mid-western state (such as Kansas or Nebraska) and compare the shape of counties in those states with counties in Georgia, and discuss reasons for these differences.
3. The teacher will point out the names of the counties that border Fulton County on the map and show where all are listed in alphabetical order.
4. The teacher will hand out worksheets of Fulton and surrounding counties. The teacher will ask students to fill in missing counties, using their own Georgia maps. (Students can correct them using key obtained from the teacher, upon completion.) Worksheets will be placed in work folders.
5. The teacher will show pictures, study prints, and slides of points of interest around Fulton County. Discussion may take place during the presentation, such as facts known about attraction, whether students have been there, and so on.

SUMMARY: The students will do a creative writing assignment entitled, "Me and My County Government." The students will place themselves in a county position–an elected official–most likely a County Commissioner, and explain services the county offers and how it affects the county's citizens. These papers will be placed in work folder. (This activity ties together information learned in Lessons 6, 7, and 8).

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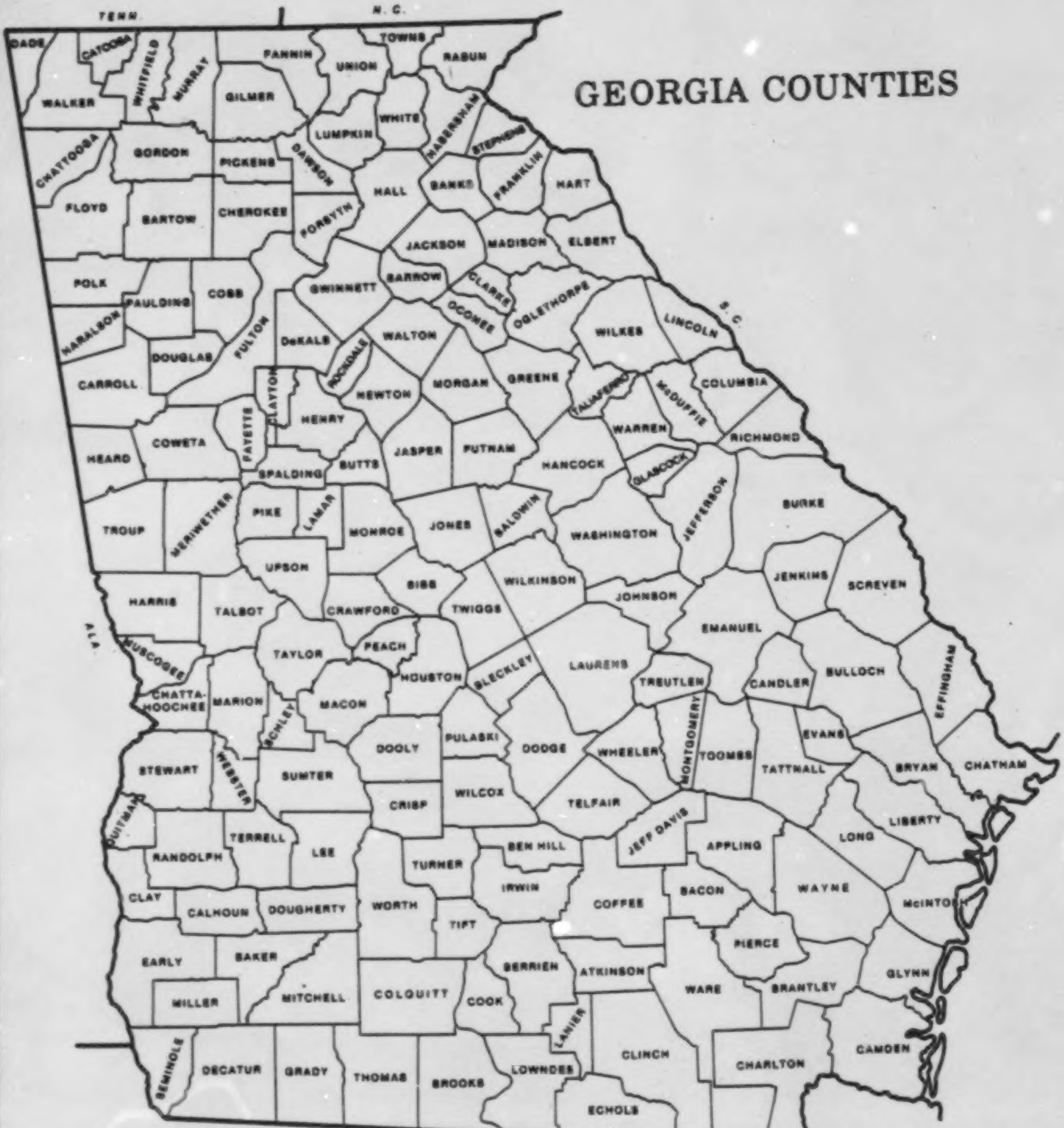
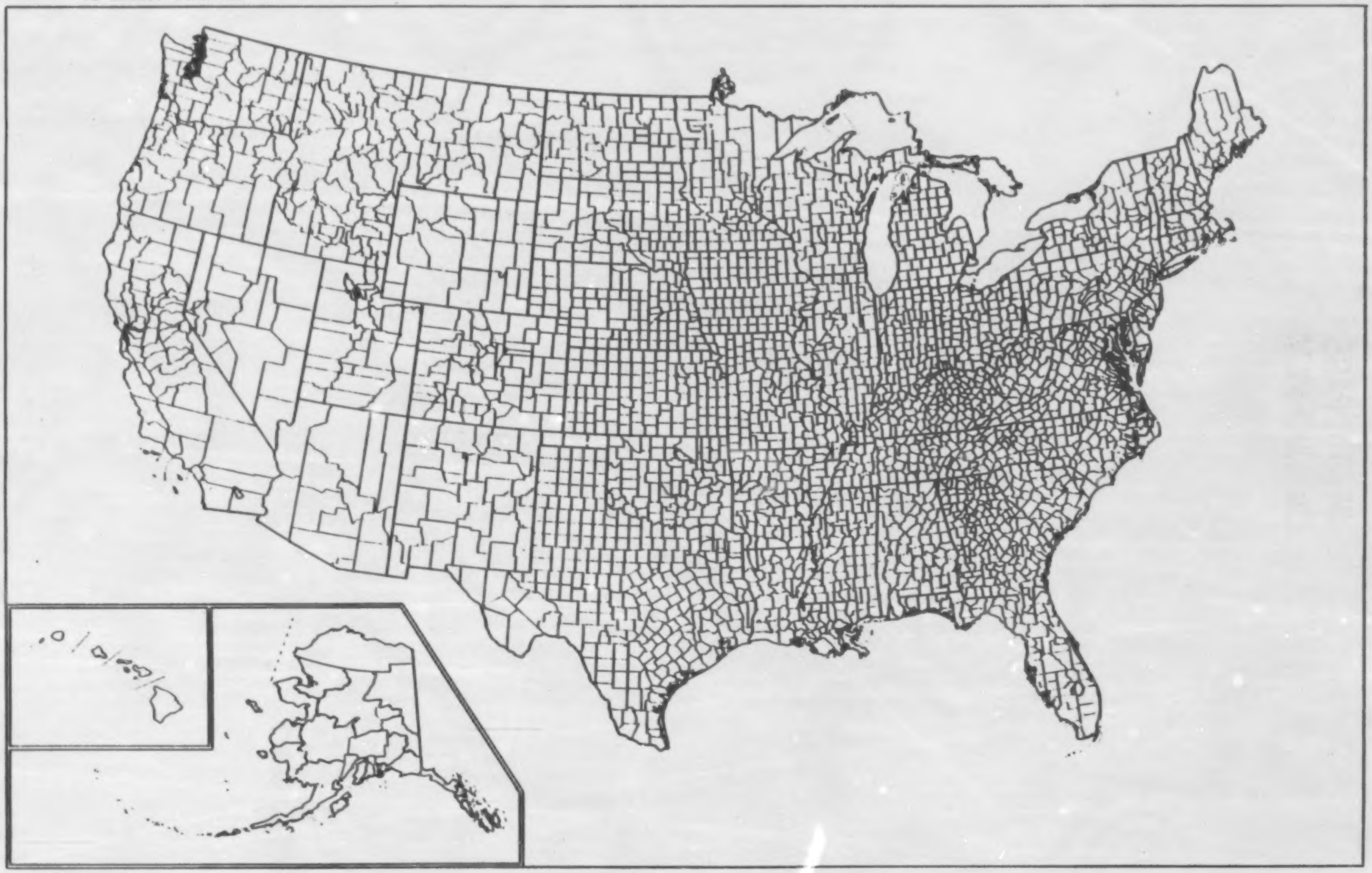


GEORGIA COUNTIES

TENN.
N. C.
S. C.
ALA.
FLA.
DADE
CATOOSA
WHITFIELD
MURRAY
FANNIN
UNION
TOWNS
RABUN
WALKER
GILMER
LUMPKIN
WHITE
HABERSHAM
STEPHENS
CHATTOOGA
GORDON
PICKENS
DAWSON
HALL
BANKS
FRANKLIN
HART
FLOYD
BARTOW
CHEROKEE
FORSYTH
JACKSON
MADISON
ELBERT
POLK
PAULDING
COBB
GWINNETT
BARROW
CLARKE
OCONEE
OGLETHORPE
WILKES
LINCOLN
HARALSON
FULTON
DeKALB
WALTON
DOUGLAS
ROCKDALE
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
COWETA
HEARD
JASPER
PUTNAM
HANCOCK
WARREN
RICHMOND
GLASCOCK
SPALDING
BUTTS
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
BALDWIN
WASHINGTON
JEFFERSON
BURKE
UPSON
BIBB
WILKINSON
JENKINS
SCREVEN
HARRIS
TALBOT
CRAWFORD
TWIGGS
JOHNSON
EMANUEL
MUSCOGEE
TAYLOR
PEACH
HOUSTON
BLECKLEY
LAURENS
TREUTLEN
CANDLER
BULLOCH
EFFINGHAM
CHATTA-HOOCHEE
MARION
SCHLEY
MACON
PULASKI
DOOLY
DODGE
WHEELER
MONTGOMERY
TOOMBS
EVANS
TATTNALL
BRYAN
CHATHAM
STEWART
WEBSTER
SUMTER
CRISP
WILCOX
TELFAIR
QUITMAN
TERRELL
LEE
TURNER
BEN HILL
JEFF DAVIS
APPLING
LONG
LIBERTY
RANDOLPH
IRWIN
COFFEE
BACON
WAYNE
McINTOSH
CLAY
CALHOUN
DOUGHERTY
WORTH
TIFT
PIERCE
EARLY
BAKER
BERRIEN
ATKINSON
WARE
BRANTLEY
GLYNN
MILLER
MITCHELL
COLQUITT
COOK
LANIER
CLINCH
CHARLTON
CAMDEN
SEMINOLE
DECATUR
GRADY
THOMAS
BROOKS
LOWNDES
ECHOLS

US COUNTY OUTLINES



LESSON 9

LESSON TOPIC: State of Georgia

GRADE LEVEL: 6

CONCEPTS: State

TERMS: Independence, union, federalism

OBJECTIVES: Students will be able to:

1. Explain that they are residents and citizens of the State of Georgia, as well as citizens of the United States.
2. Recognize where Georgia is in relationship to the whole United States, and be able to identify the states which border Georgia.
3. Discuss the forming of the United States, the system of federalism, and some basic facts concerning the State of Georgia.

MATERIALS: I.C.E. glossary, poster of Georgia facts, United States map for each student, worksheet for using United States map for each student.

PROCEDURES:

1. The teacher will define the term *state* using the glossary. The teacher will discuss the origin of states in this country, their original status as colonies of Great Britain, their independence, the forming of a union of states, the growth in the number of states to the present union. The teacher will discuss our system of federalism of one national government and fifty state governments, discussing examples of the functions of each. A discussion will follow, using a chart-poster of important and basic facts concerning the State of Georgia. The students will copy facts from chart-poster and place in work folders, after a discussion period about them.
2. The teacher will hand out map of United States and worksheet to each student. The students, using the map, will answer questions on worksheet. After all students have completed these, worksheets will be graded and handed back to students for corrections and discussions. Worksheets will be placed in work folders.

GEORGIA IN A NUTSHELL

POPULATION:	5,464,265 (1980)
TOTAL LAND AREA:	58,876 square miles
TOTAL NUMBER OF MILES AROUND STATE BOUNDARY:	1,051 miles
NUMBER OF COUNTIES:	159
LENGTH OF STATE:	315 miles
BREADTH OF STATE:	250 miles
CAPITAL CITY:	Atlanta
MAJOR CITIES AND THEIR 1980 POPULATIONS:	Atlanta–415,022 Columbus–169,441 Savannah–141,634 Macon–116,465 Albany–73,934 Augusta–47,532 Athens–42,549 Warner Robins–39,893 Valdosta–37,596 East Point–37,486
STATE MOTTO:	Wisdom, Justice and Moderation
STATE NICKNAME:	No official nickname. Sometimes called "Empire State of the South" or "Peach State"
STATE BIRD:	Brown Thrasher
STATE FLOWER:	Cherokee Rose
STATE TREE:	Live Oak
AVERAGE ANNUAL RAINFALL:	50 inches

Lesson 9

Material: (chart)
(in addition to transparency of Georgia in a Nutshell)

GEORGIA–"The Basics"

Chief Products:
Agriculture: beef cattle, cotton, eggs, peanuts, soybeans, tobacco

Fishing Industry: Shrimp

Forest Industry: lumber, pulpwood and turpentine

Manufacturing: chemicals, clothing, food products, paper and paper products, stone, clay, glass products, textiles

Mining: barite, clays, sand, gravel, and stone

State Song: "Georgia on My Mind"

Statehood: January 2, 1788, the fourth state

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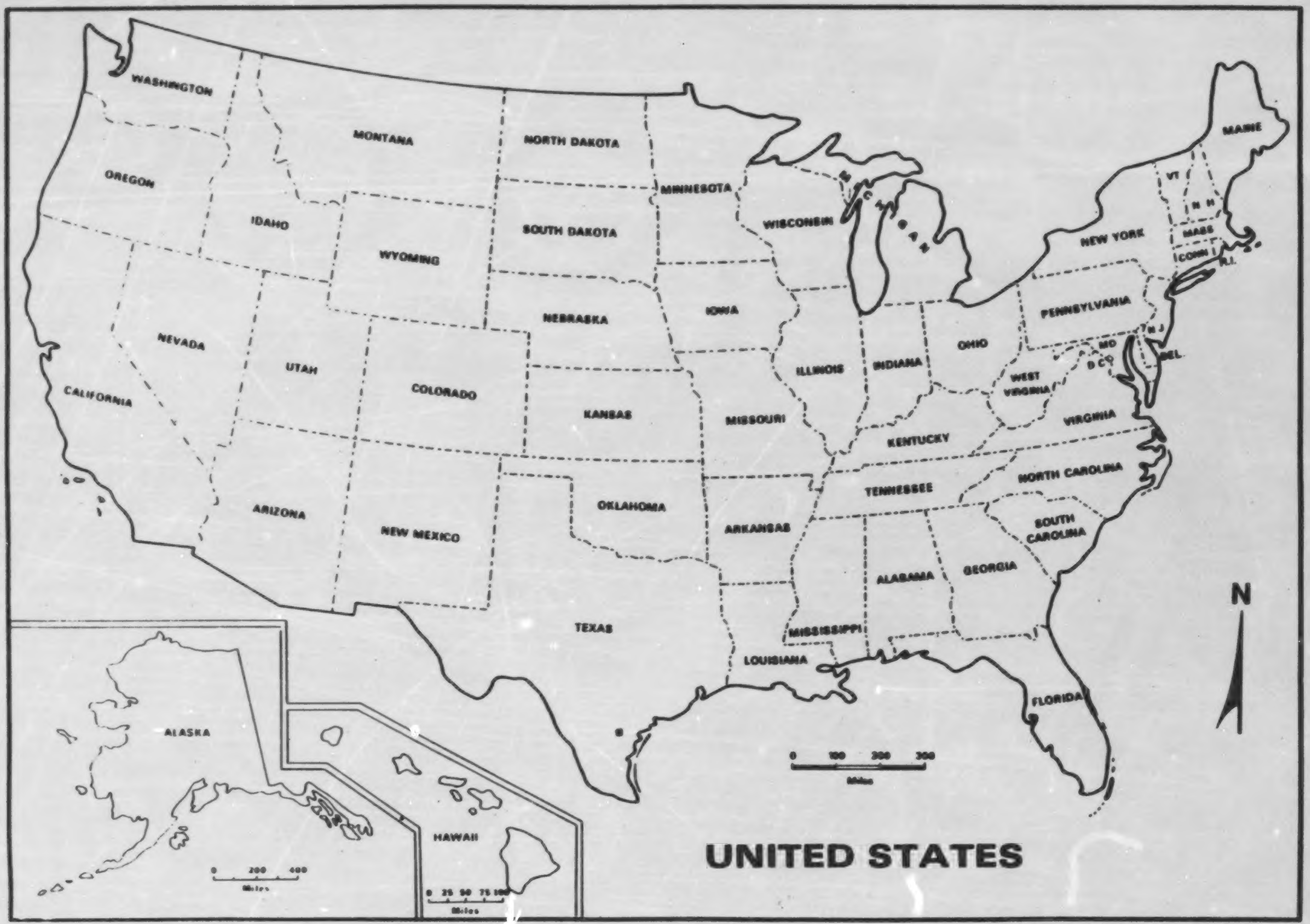
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
MAINE
VT
N H
MASS
CONN
R.I.
N J
DEL.
MD
D C
ALASKA
HAWAII
N
0 100 200 300
Miles
0 200 400
Miles
0 25 50 75 100
Miles

UNITED STATES

Georgia State University, Department of Geography, Cartography Laboratory 1974

United States Map Worksheet

1. On the map scale, one inch equals how many miles? ____________

2. Use a ruler and estimate the distance from Georgia's northern to southern border. ____________

3. Use a ruler and estimate the distance from Georgia's eastern to western border at the state's widest point. ____________

4. Mark the capital of Georgia on your map. Next, mark the capital of the United States. Use a ruler and estimate the distance between the two cities. ____________

5. How far across is the United States at its widest point if you measure across uninterrupted land in a straight line from one coast to the other? ____________

6. What is the distance from the United States' northern to southern border at their greatest separation? ____________

7. Alaska is the largest of the fifty states. Why does Texas appear larger on the map? ____________

8. Find the smallest state. How wide is it at its widest point? ____________

9. What state is divided into two separate parts that do not touch? ______

10. What state consists entirely of islands? ____________

11. What state is touched by the greatest number of other states? ________

12. This United States map shows: (check the right answer or answers)

____ Which state has the largest city.
____ Which state has the largest population.
____ Which state is the largest in area or size.

ANSWERS: 1: 300. 2. just over 300 miles. 3: nearly 250 miles. 4: nearly 600 miles. 5: about 2430 miles from California to New Jersy coasts. 6: about 1650 miles from Texas to North Dakota borders. 7: it was drawn using a different scale to fit on the page. 8: Rhode Island--less than 40 miles across. 9: Michigan. 10: Hawaii. 11. Tennessee. 12: which state is largest in area or size.

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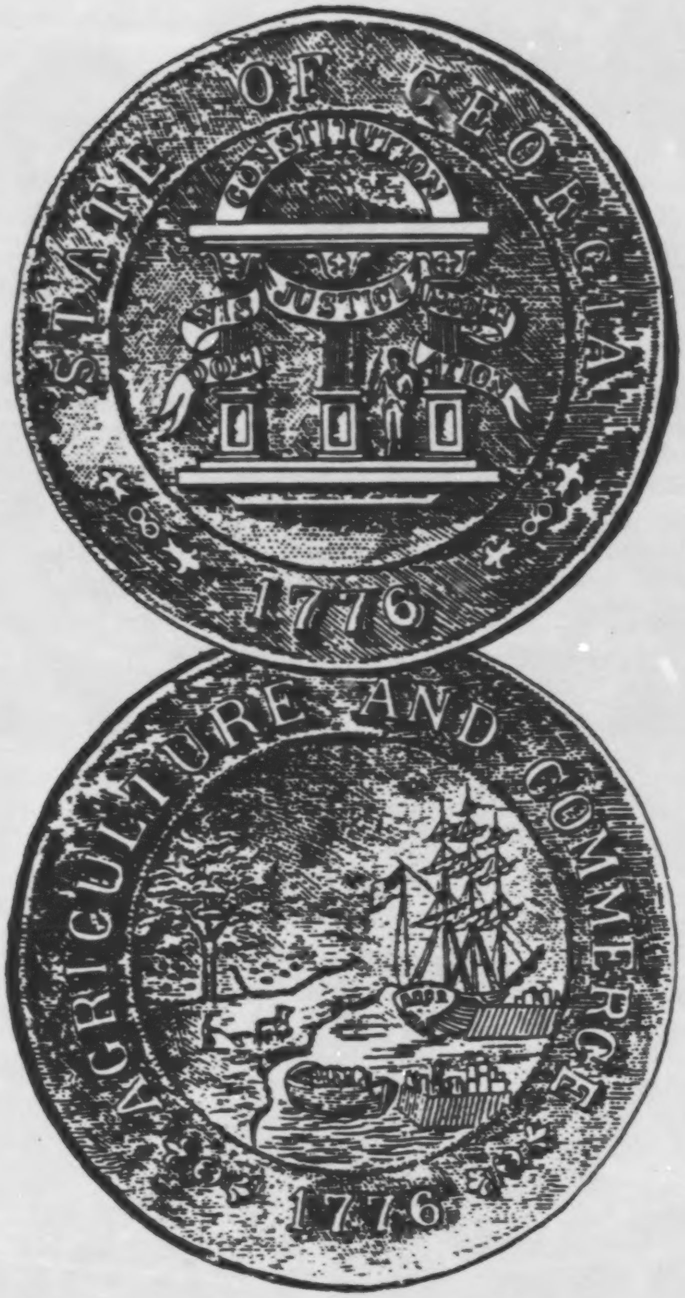
PRESENT GREAT SEAL OF GEORGIA



The present Great Seal has been in use since 1799 with the exception of the period 1863-1865 when a specially designed Great Seal was used, and the period 1868-1871, when it was hidden by Secretary of State Nathan C. Barnett. In 1872, it was restored by Mr. Barnett after Georgians were again in power in the state. In 1914, the date on the Seal was changed by legislative action from 1799 to correspond with the year of the state's birth and the birthday of the United States. The descripiton of the Seal is as follows: The device on one side is a view of the seashore, with a ship bearing the flags of the United States riding at anchor near a wharf, receiving on board hogsheads of tobacco and bales of cotton, emblematic of the exports of this State; at a small distance a boat, landing from the interior of the State, with hogsheads, etc., on board, representing the State's internal traffic; in the back part of the same side a man in the act of plowing, and at a small distance a flock of sheep in different postures, shaded by a flourishing tree; the motto thereon, "Agriculture and Commerce, 1776." The device on the other side is three pillars supporting an arch, with the word "Constitution" engraven within the same, emblematic of the Constitution, supported by the three departments of government, viz., the legislative, judicial, and executive—the first pillar having engraven on it "Wisdom," the second "Justice," the third Moderation"; on the right of the last pillar a man standing with a drawn sword, representing the aid of the military in the defense of the Constitution; the motto, "State of Georgia, 1776." Annotated code of Georgia, 1933, chapter 40-7, code section 40-701. (Acts 1799, Cobb, p. 959. Acts 1914, p. 1247).

LESSON 10

LESSON TOPIC: Government Organization Charts

GRADE LEVEL: 6

CONCEPTS: Government organization, office holders

TERMS: Elected officials, appointed officials, responsibilities, departments

OBJECTIVES: Students will be able to:

1. Use an organization chart of Georgia state government to tell basic information about which state officials are elected by the voters.
2. Compare the organization and function of the state government with the county and city government.
3. Identify some of the prominent office holders in the State of Georgia, including the Governor, Lt. Governor, Secretary of State, Attorney General, Commissioner of Agriculture, Commissioner of Labor, State School Superintendent, Comptroller General.
4. Identify some of the responsibilities of the Governor of the State.
5. Discuss the basic role of the General Assembly in the State of Georgia.
6. Explain some of the many ways that the legislature and state government directly affect their lives.

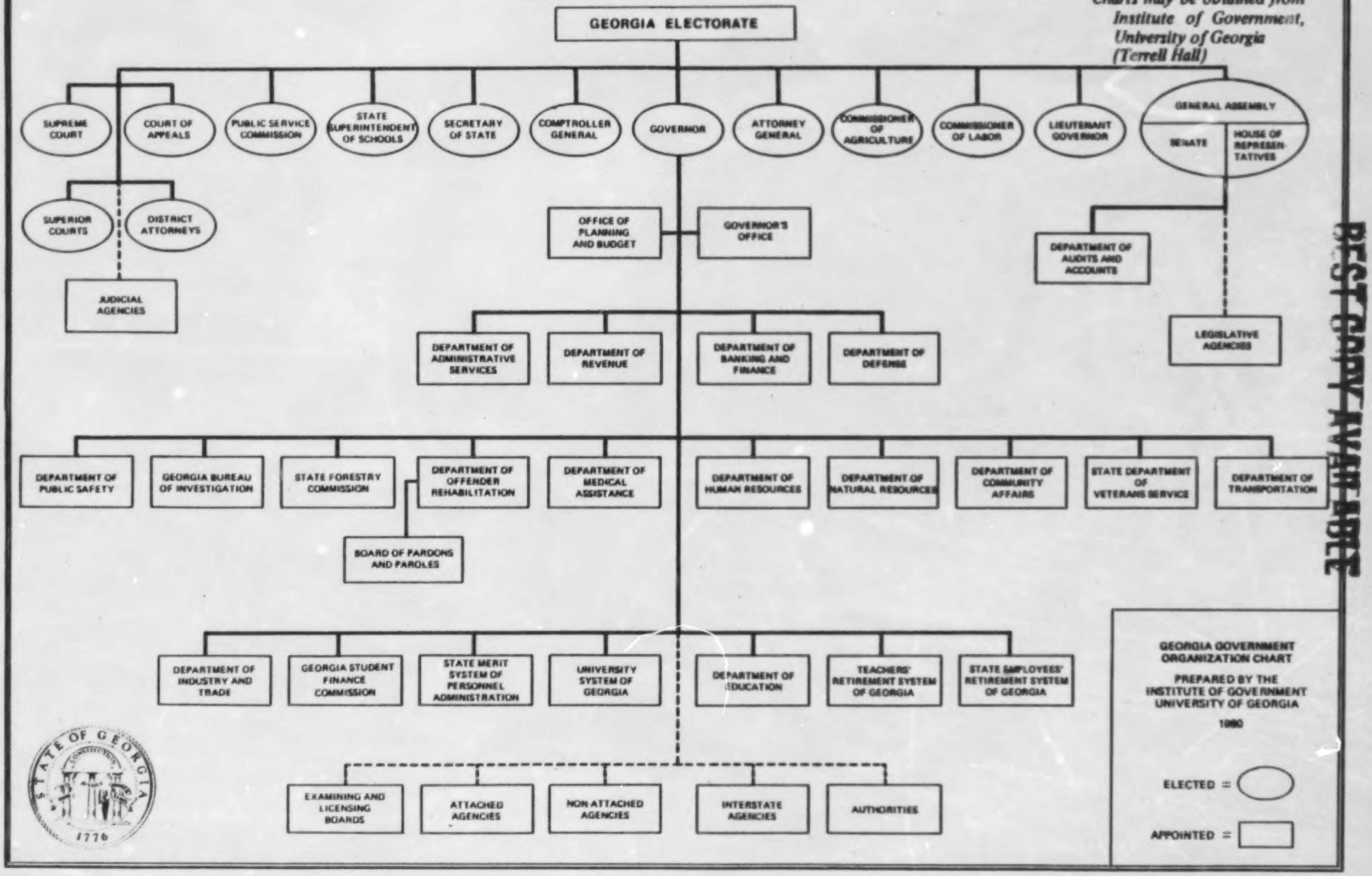
MATERIALS: Chart of Georgia State Government Organization, Transparencies of Fulton County Government Organization (found in Lesson 6) and Mayor-Council Government Organization (found in Lesson 4), blackboard, chalk, grease markers, chart of Office Holders in the state, worksheet on office holders. Chart on Responsibilities of Governor, optional filmstrip: *Georgia Lawmakers in Action* (Institute of Government).

PROCEDURES:

1. The teacher will lecture using the Georgia State Government Organizational Chart, Fulton County's, and the Mayor-Council Government Organizational transparencies, pointing out similarities and differences in each. By pointing out the legend, students will be asked to identify which officials are elected by the voters on each chart. By looking at the names of the departments, the teacher will list the types of functions in which each level of government is involved.
2. The teacher will ask for questions from students following the lecture period to be sure that students understand the basic ideas of how Georgia state government is organized.
3. The teacher, using a blank chart of Georgia State Government office holders will define each office. The teacher will then fill in the correct names of the individuals holding that office at the present time.
4. The teacher will read and discuss the responsibilities of the Governor of the state by using the chart.
5. The students will then be given worksheets to complete, using Office Holders Chart and Responsibilities of Governor chart.
6. If available, the teacher will show the filmstrip, *Georgia Lawmakers in Action* (Institute of Government). A discussion will follow. Students will be asked to write down a short summary of filmstrip to be placed in work folders.

GEORGIA STATE GOVERNMENT

Charts may be obtained from Institute of Government, University of Georgia (Terrell Hall)


GEORGIA ELECTORATE
SUPREME COURT
COURT OF APPEALS
PUBLIC SERVICE COMMISSION
STATE SUPERINTENDENT OF SCHOOLS
SECRETARY OF STATE
COMPTROLLER GENERAL
GOVERNOR
ATTORNEY GENERAL
COMMISSIONER OF AGRICULTURE
COMMISSIONER OF LABOR
LIEUTENANT GOVERNOR
GENERAL ASSEMBLY
SENATE
HOUSE OF REPRESENTATIVES
SUPERIOR COURTS
DISTRICT ATTORNEYS
JUDICIAL AGENCIES
OFFICE OF PLANNING AND BUDGET
GOVERNOR'S OFFICE
DEPARTMENT OF AUDITS AND ACCOUNTS
LEGISLATIVE AGENCIES
DEPARTMENT OF ADMINISTRATIVE SERVICES
DEPARTMENT OF REVENUE
DEPARTMENT OF BANKING AND FINANCE
DEPARTMENT OF DEFENSE
DEPARTMENT OF PUBLIC SAFETY
GEORGIA BUREAU OF INVESTIGATION
STATE FORESTRY COMMISSION
DEPARTMENT OF OFFENDER REHABILITATION
DEPARTMENT OF MEDICAL ASSISTANCE
DEPARTMENT OF HUMAN RESOURCES
DEPARTMENT OF NATURAL RESOURCES
DEPARTMENT OF COMMUNITY AFFAIRS
STATE DEPARTMENT OF VETERANS SERVICE
DEPARTMENT OF TRANSPORTATION
BOARD OF PARDONS AND PAROLES
DEPARTMENT OF INDUSTRY AND TRADE
GEORGIA STUDENT FINANCE COMMISSION
STATE MERIT SYSTEM OF PERSONNEL ADMINISTRATION
UNIVERSITY SYSTEM OF GEORGIA
DEPARTMENT OF EDUCATION
TEACHERS' RETIREMENT SYSTEM OF GEORGIA
STATE EMPLOYEES' RETIREMENT SYSTEM OF GEORGIA
EXAMINING AND LICENSING BOARDS
ATTACHED AGENCIES
NON ATTACHED AGENCIES
INTERSTATE AGENCIES
AUTHORITIES
GEORGIA GOVERNMENT ORGANIZATION CHART
PREPARED BY THE INSTITUTE OF GOVERNMENT UNIVERSITY OF GEORGIA
1980
ELECTED =
APPOINTED =

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Lesson 10

Chart:

Responsibilities of Governor:

1. Director of the Budget. Has great control of state finances
2. Signs or vetoes bills passed by the General Assembly
3. Appoints many state officials and members of boards and commissions—most with approval of State Senate
4. May call out national guard and state patrol for emergencies
5. Recommends programs and legislation to the state General Assembly
6. 90-day stay of execution
7. Fills judicial vacancies
8. Returns out-of-state fugitives back to state they escape from for justice there
9. Represents the State at all important functions around the United States and the world—our "State" Ambassador. Seeks international trade for Georgia products, as well as attempts to get foreign companies to invest in Georgia

Lesson 10

Worksheet:

Who Am I?

1. I am responsible for the use of State money or funds.
Who am I? ______________________________
2. I am responsible for record keeping in a state.
Who am I? ______________________________
3. I am the chief executive of a state.
Who am I? ______________________________
4. I am the chief law officer of a state.
Who am I? ______________________________
5. I am in charge of the Department of Labor in a state.
Who am I? ______________________________
6. I serve as a deputy to the governor of an American state.
Who am I? ______________________________
7. I am the officer in charge of Agriculture in a state.
Who am I? ______________________________
8. I am elected official that heads the state school system.
Who am I? ______________________________

540

Lesson 10

Office Holders Chart

GEORGIA–Office Holders

Governor: ______________________________

Lt. Governor: ______________________________

Secretary of State: ______________________________

Attorney General: ______________________________

Commissioner of Agriculture: ______________________________

Commissioner of Labor: ______________________________

State School Superintendent: ______________________________

Comptroller General: ______________________________

LESSON 11

LESSON TOPIC: Georgia General Assembly

GRADE LEVEL: 6

CONCEPTS: Senator, representative

TERMS: Role, legislature, operations

OBJECTIVES: Students will be able to:

1. Identify their State Senator and Representatives in the Georgia General Assembly.
2. Prepare questions to ask each of the above Representatives.
3. Discuss the operation of the General Assembly.

MATERIALS: I.C.E. *Community Resource Directory*

PROCEDURES:

1. The teacher will introduce each speaker, in turn, for a talk on his responsibilities in the Georgia State General Assembly.
2. The students will have the opportunity to address questions to the speakers. Some questions will have been prepared in advance, such as what made you want to run for the state legislature, what is your political party and why are you a member of this party, how do you decide to vote on issues in the legislature.
3. After speakers have departed, the teacher will chart what the students have learned about the operation of the Georgia General Assembly through a discussion period.
4. The teacher will ask each student to write a letter of thanks to both speakers for sharing their time and knowledge with them or students will draft a resolution of appreciation (following example of actual legislative resolution of appreciation).

SUMMARY: The students will be given a homework assignment of writing a short report on all that they have learned about their state government. These reports will be placed in work folders. (This activity ties together information learned in Lessons 9, 10, and 11).

LESSON 12

LESSON TOPIC: Lawmaking

GRADE LEVEL: 6

CONCEPTS: Laws, rules

TERMS: Legislature, political decisions

OBJECTIVES: Students will be able to:

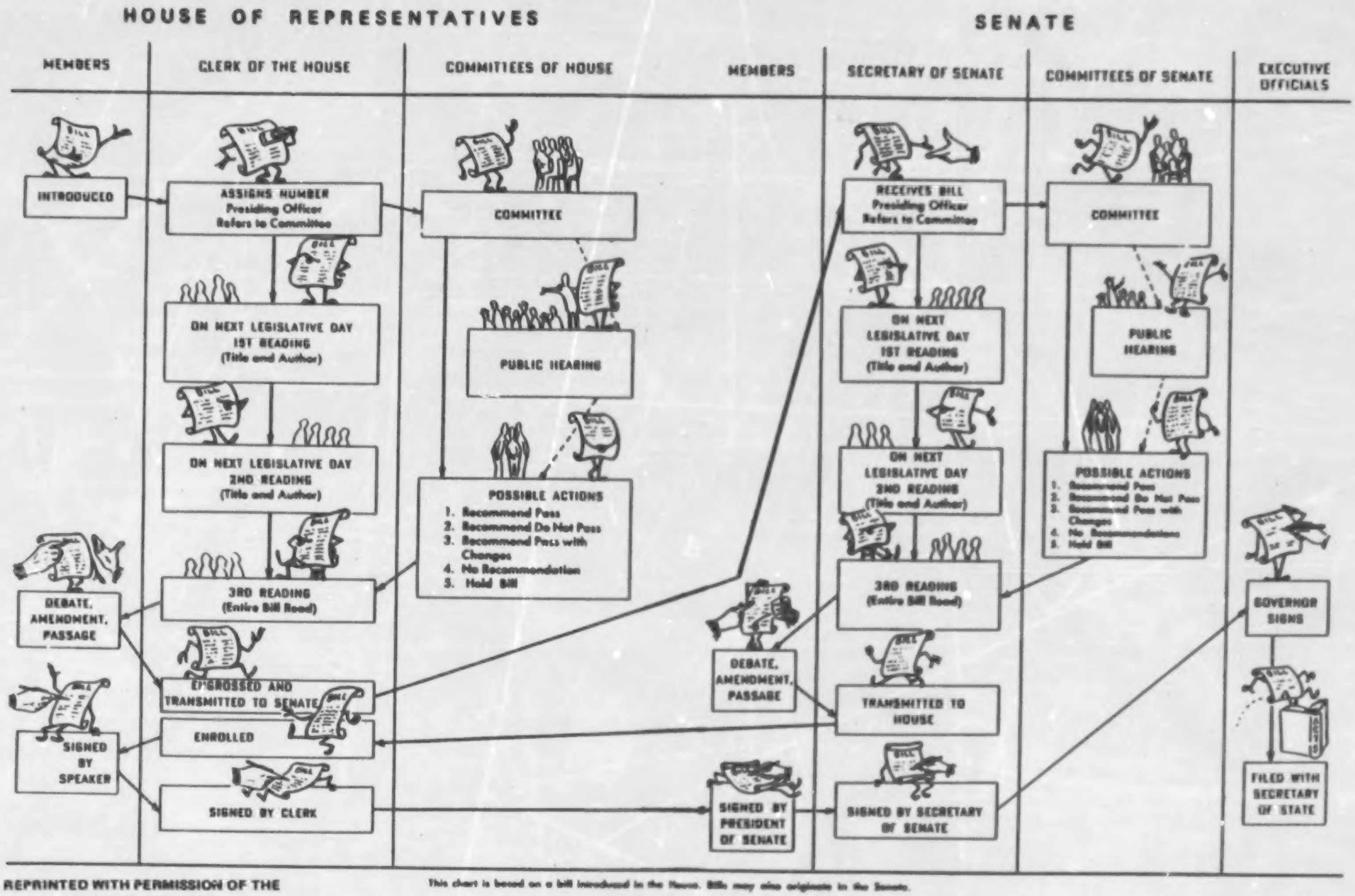
1. Explain why we need laws, including protection and regulation.
2. Explain the basic process a law goes through being passed by the legislature and made into a law.
3. Express how the law affects juveniles.
4. Identify political decisions about group rules.

MATERIALS: Filmstrip—*Why We Have Laws: Shiver, Gobble and Snore* (Learning Corporation of America). I.C.E. *Community Resource Directory*; Optional films and filmstrips: *The Bill of Rights in Action: Juvenile Law* (BFA), *Juveniles and the Law,* (Xerox); filmstrip—*Lawmaking* (West Publishing Company). Handouts "House of Representatives and Senate," "Lawmaking Activity Sheet." Guide to Georgia General Assembly. "Recognizing Political Decisions About Rules," *Citizenship Decision-Making-Skills Activities and Materials*, pages 11, 12, 13.

PROCEDURES:

1. The teacher will review why rules and laws are important and list some laws that students obey everyday, including those of their family, school, community, etc.
2. The teacher will show the filmstrip: *Why We Have Laws: Shiver, Gobble, and Snore,* followed by a discussion period.
3. The teacher will introduce the speaker to the class who will then speak to students on the process of lawmaking and how it affects juveniles. A discussion time will follow.
4. A thank you note will be written to the speaker for sharing his knowledge with us.
5. If available, the two films: *Juveniles and the Law* and *The Bill of Rights in Action: Juvenile Law* or the filmstrip: *Lawmaking* will be shown, with discussion time to follow.
6. Distribute and discuss the handout on the House of Representatives and the Senate. Then have students complete the Lawmaking Activity Sheet.
7. If available, the teacher will follow the step-by-step directions which are found in the book, *Citizenship Decision-Making-Skill Activities and Materials,* pages 11, 12, and 13.

SUMMARY: The students will list five important facts they have learned about the lawmaking process and place in work folders.


HOUSE OF REPRESENTATIVES
SENATE
MEMBERS
CLERK OF THE HOUSE
COMMITTEES OF HOUSE
MEMBERS
SECRETARY OF SENATE
COMMITTEES OF SENATE
EXECUTIVE OFFICIALS
BILL
INTRODUCED
ASSIGNS NUMBER Presiding Officer Refers to Committee
COMMITTEE
ON NEXT LEGISLATIVE DAY 1ST READING (Title and Author)
PUBLIC HEARING
ON NEXT LEGISLATIVE DAY 2ND READING (Title and Author)
POSSIBLE ACTIONS
1. Recommend Pass
2. Recommend Do Not Pass
3. Recommend Pass with Changes
4. No Recommendation
5. Hold Bill
DEBATE, AMENDMENT, PASSAGE
3RD READING (Entire Bill Read)
ENGROSSED AND TRANSMITTED TO SENATE
SIGNED BY SPEAKER
ENROLLED
SIGNED BY CLERK
RECEIVES BILL Presiding Officer Refers to Committee
COMMITTEE
ON NEXT LEGISLATIVE DAY 1ST READING (Title and Author)
PUBLIC HEARING
ON NEXT LEGISLATIVE DAY 2ND READING (Title and Author)
POSSIBLE ACTIONS
1. Recommend Pass
2. Recommend Do Not Pass
3. Recommend Pass with Changes
4. No Recommendation
5. Hold Bill
3RD READING (Entire Bill Read)
DEBATE, AMENDMENT, PASSAGE
TRANSMITTED TO HOUSE
SIGNED BY PRESIDENT OF SENATE
SIGNED BY SECRETARY OF SENATE
GOVERNOR SIGNS
FILED WITH SECRETARY OF STATE

This chart is based on a bill introduced in the House. Bills may also originate in the Senate.

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GEORGIA BUSINESS
INDUSTRY ASSOCIATION

CONFERENCE COMMITTEE

If the two houses have difficulty reaching agreement on a measure, a Conference Committee may be established with representatives of both houses. To complete passage both houses must agree.

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& Industry Association

VETO

The Governor may veto a bill within 5 days after receipt. If he fails to approve within 30 days, bill becomes law without his approval. If he vetoes, the General Assembly may override veto by a two-thirds vote of total membership of House and Senate.

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LAWMAKING ACTIVITY SHEET

Fill in with the correct answers

1. The name of my Representative in the General Assembly is ____________
____

2. The name of my Senator in the General Assembly is ____________
____

3. I live in the ______ Congressional District. My Congressman in the U. S. House of Representatives is ____________

4. The names of my two Senators in the U. S. Senate are ____________
____

Matching

____ 1. Name of Georgia's legislature

____ 2. A proposed law being studied by legislators

____ 3. City where Georgia General Assembly meets

____ 4. Larger house of the legislature

____ 5. City where Congress meets

____ 6. Name of legislature for the United States

____ 7. Smaller house of the legislature

____ 8. Building where legislature meets

a. Bill

b. Congress

c. Senate

d. Washington, D. C.

e. Capitol

f. House of Representatives

g. General Assembly

h. Atlanta

Guide to Georgia General Assembly

- **When is the General Assembly in session?** Sessions begin on the second Monday in January each year. The 1978 session will convene January 9th; the 1979 session on January 8th; and the 1980 session on January 14th.

  The duration of each session is limited to forty days, including weekends. Typically, as time grows short in the session, both houses formally adjourn by joint resolution on Friday afternoon, reconvening Monday morning, to extend their working time. The Assembly can and frequently does meet on Saturdays.

  Although a session cannot last more than forty days, the date of final adjournment will depend on how many adjournments occurred during the session. Given several weekend adjournments, and the typical two-week budget recess, a session usually ends in March.

- **How do I find the names of my representative and senator?** Locally, their names and addresses can be obtained from the newspaper, probate judge or local election official, political parties, or the League of Women Voters. Additionally, both the House and Senate maintain toll-free information numbers: House–1/800/282-5800; Senate–1/800/282-5803.

- **How can I contact my legislator?** During a session, a special telephone service is operated at the state capitol at which messages can be left for a legislator to return your call (404/659-1100).

  You may write to your legislator as follows: The Honorable __(name)__, House of Representatives (or Senate), State Capitol Building, Atlanta, Georgia 30334.

  If you wish to contact your legislator when the Assembly is not in session, addresses and phone numbers are available from the toll-free information numbers.

- **How do I find which committees my legislators serve on?** You may write or telephone the Clerk of the House (404/656-5015), Secretary of the Senate (404/656-5040), or the Secretary of State (404/656-2881) for a booklet which lists all standing committees, their officers and members. The address for each of the three offices is–State Capitol, Atlanta, Georgia 30334.

- **How can I obtain a copy of a bill or resolution?** Contact the Clerk for a House bill or the Secretary for a Senate bill, and state the bill's number if known. If you do not know the number but can describe the bill's subject matter or identify the author, either office will try to assist you in obtaining a bill. There is no charge for a single copy of a bill or resolution.

- **How can I follow a bill's progress in committee?** Contact the Clerk or Secretary, or public information office, to find the current status of the bill. If it is in committee, the offices can indicate which committee is considering the bill. Either the chairman or a member of that committee can tell you when the bill will be considered and reported.

  The Clerk and Secretary can also tell you when the committees are meeting. Generally, citizens may attend but do not testify for or against a bill at regular meetings. Testimony is sought when public hearings on a bill have been scheduled–interested citizens may schedule to testify by contacting the committee as directed in news articles announcing the hearings.

  For a copy of all amendments added in committee and the recommendations on all bills reported from committees, contact the Clerk or Secretary.

- **How can I follow a bill's progress on the floor?** All House and Senate sessions may be observed by citizens from the galleries. Contact the Clerk or Secretary for a daily agenda of bills ready for floor action. These offices also keep a record of votes taken with the electronic voting machine or by hand. (On some types of voting, a record of individual votes is not possible, but the final totals of hand and voice votes are maintained.)

  By early fall of each year, a list of bills and resolutions passed by the General Assembly and not vetoed by the Governor is compiled by the Secretary of State. The complete language of these laws is printed in a publication called "Georgia Laws 19 ", and distributed to law libraries, judges, and attorneys.

  The office of Legislative Counsel also prints a summary of all the general laws passed at each session. Copies are available from the Secretary of State or Legislative Counsel, State Capitol, Atlanta, Georgia 30334.

- **How do I get copies of House and Senate rules?** The rules for each house are printed each year and are available from the Clerk, Secretary, or Secretary of State.

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LESSON 13

LESSON TOPIC: Political Parties

GRADE LEVEL: 6

CONCEPTS: Political parties

TERMS: Democratic Party, Republican Party, Communist Party

OBJECTIVES: Students will be able to:

1. Define briefly a political party.
2. Identify the two major political parties in the United States.
3. Know a basic history behind the two major political parties in the United States.
4. Compare the political parties here in the United States with the Community Party organization in the Soviet Union.

MATERIALS: Poster of political party symbols. Options film: *Political Parties in the U.S.* (Xerox). Research notes on Communist Party.

PROCEDURES:

1. The teacher will show the symbol of the Democratic and Republican parties unlabeled. The teacher will then ask students if they know what they represent.
2. The teacher will present a lecture on the history behind the two major political parties in the United States. A discussion will follow—question/answer period.
3. After the discussion concludes, if available, the film, *Political Parties in the United States* (Xerox) will be shown followed by more discussion time.
4. Students will be assigned, for homework, to bring in a current event article from the newspaper, concerning political party activities (candidate choice, local or national levels, etc.)
5. The teacher will use the blackboard and show a comparison of the political party system here in the United States and the Communist Party system of the U.S.S. Russia. (This works best with students who are above average in ability).
6. The students will take notes and ask questions. After discussion time these papers will be placed in work folders.

Communist Party Notes

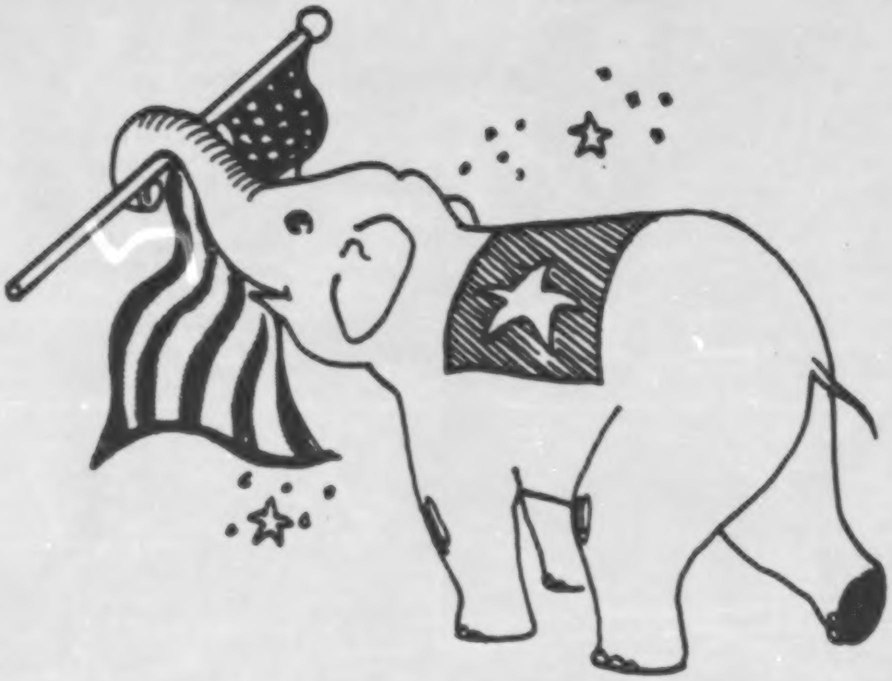
Karl Marx "founder;" its rise has shaped much of history since the early 1900's. Long-range goal is a society that provides equality and economic security for all. Government ownership instead of private ownership of factories, machines and other basic means of production. No large land owners or wealthy citizens. No profit motive in business. Little or no competition, but government monopolies. Government ownership of transportation and news media.

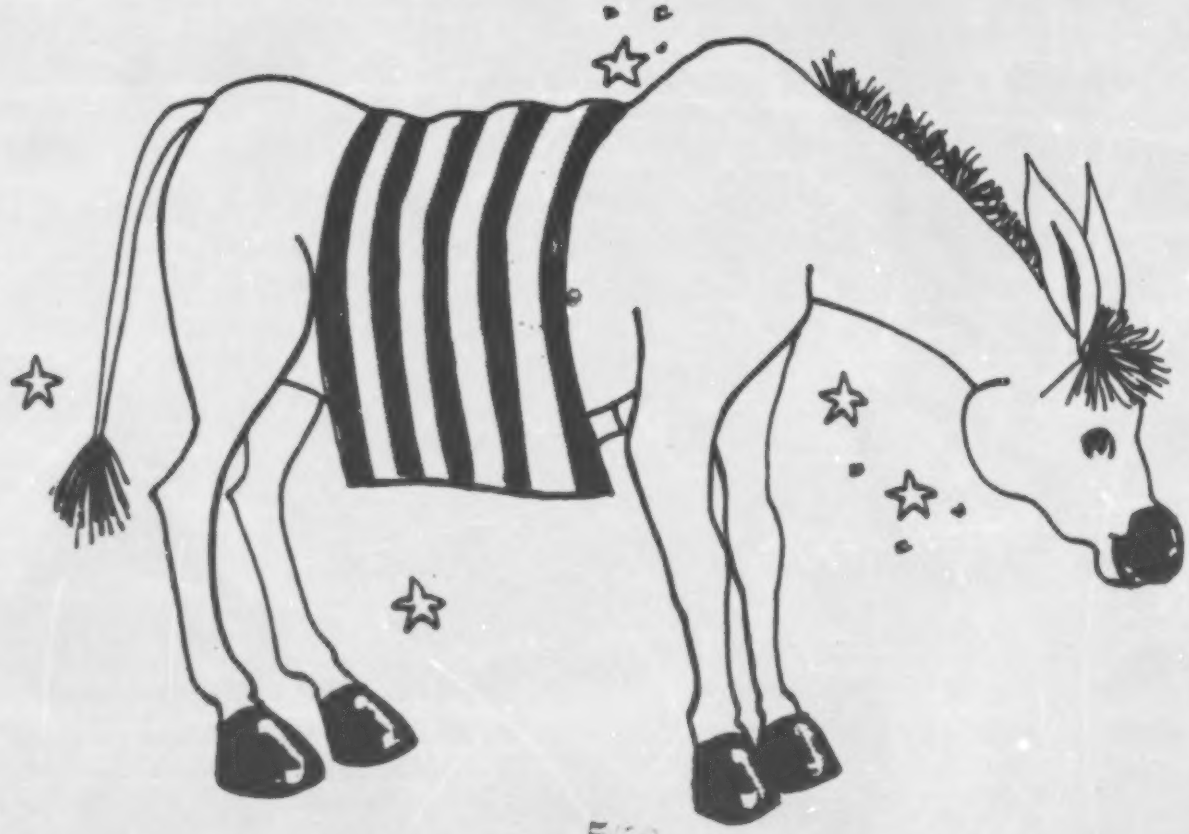
Sixteen nations have Communist governments—largest are Russia and China; about one-third of the world's population live under Communist rule. But countries have some differences over principles of communism.

In a communist country, the Communist Party is the ruling power; the party allows no political rivals and voters have no real choice among candidates. They may vote for or reject the party's candidate, but cannot vote for anyone else. Strict membership requirements and very demanding of its members, it is highly centralized—top leaders make the important decisions. After the party has adopted a policy, all members must accept the "party line" until the leaders change it. Little or no opportunity for criticism of government or public officials.

In most Communist countries, less than 8% of the people belong to the Communist Party. The Party wants those who hold important positions in such fields as education, government and the military—in this way government can have control over these fields.

Communism teaches that Communists form a select group that is better trained and more responsible and reliable than any other. For many people, membership in the Communist Party is largely a way to obtain a job and keep a job. In spite of the high degree of Communist organization and discipline, things do not always go smoothly, disputes often occur—the Party leader almost always wins.





LESSON 14

LESSON TOPIC: Elections

GRADE LEVEL: 6

CONCEPTS: Elections, candidates

TERMS: Campaign, speeches, criticisms, political parties

OBJECTIVES: Students will be able to:

1. Explain the process of selecting a person for office by being elected, and also the criticism he must take while running for that office.
2. Participate in a mock election.
3. Collect information on political party preference.

MATERIALS: Filmstrip–*Why We Have Elections: The Kings of Snark* (Learning Corporation of America); Optional film–*Choosing the Candidates* (Screen News Digest)

PROCEDURES:

1. The teacher will show the filmstrip. A discussion will follow.
2. If available the teacher will show the film, followed by a period of discussion.
3. The teacher will write facts learned, from the filmstrip and the film, on the blackboard to be copied by students and placed in work folders.
4. The students will have a mock election in the classroom. The class will be divided into two main political parties and select a candidate to run for leader of the class. Small groups can write campaign speeches with criticism. Each party can think of a name and symbol. Speeches can be given and ballots cast for each candidate.
5. Each student will be assigned for homework, to find out the political party of the mayor of his city, his House of Representatives member, his State Senator, and finally the Governor of his state. These assignments will be placed in work folders.
6. A class survey will be conducted to find out the political preference of the students' parents and a bar graph made of the results. (A short discussion of graphs can precede this).

SUMMARY: The students will be given a creative writing assignment, during class time, to express their own political party preference and their reasons for choosing that party. Papers will be placed in work folders.

LESSON 15

LESSON TOPIC: Vandalism

GRADE LEVEL: 6

CONCEPTS: Vandalism

TERMS: Acquisitive vandalism, tactical vandalism, ideological vandalism, vindictive vandalism, play vandalism, graffiti, malicious vandalism

OBJECTIVES: Students will be able to:

1. Distinguish between the different types of vandalism.
2. Recognize some of the emotional or personal factors involved in committing acts of vandalism.
3. Recognize that there are costs involved in acts of vandalism.

MATERIALS: Fact sheet of Types of Vandalism, (Williams, 1976), Worksheet on Types of Vandalism, Optional film: *Greenhouse*, Optional filmstrip: *Vandalism: The Price is High* (Law-Related Education Program for the Schools of Maryland).

PROCEDURES:

1. The teacher will give each student a fact sheet concerning different types of vandalism. The teacher will go over and discuss fact sheet.
2. The teacher will hand out worksheet to each student. Answers will be made available from teacher upon completion. (Column B–5, 1, 4, 6, 7, 3, 2).
3. The fact sheet and worksheet will be placed in each student's folder.
4. The teacher will introduce a discussion concerning reasons that some citizens feel they are inadequate or unable to adjust to what society says is "right."
5. If available, the teacher will then show the film, *Greenhouse*, followed by a discussion, including how the boy felt before and after the incident.
6. If available, the teacher will present *Vandalism: The Price is High*, and give each student a worksheet to be done during the filmstrip.
7. The teacher will lead a discussion about similar acts of vandalism in students' own community.
8. The teacher will lead the class around the school grounds to locate acts of vandalism. Upon returning to class a list of vandalized areas will be made and the principal will be invited to class to discuss problems of vandalism.
9. Students will be assigned to find other areas in the community where vandalism takes place and report back to the class for discussion.
10. Students will be assigned, for homework, to make a poster depicting anti-vandalism slogans and pictures. These posters will be displayed throughout community-local stores, shops, gas stations, etc.

SUMMARY: The students will be given a creative writing assignment, "The High Cost of Vandalism." Upon completion, papers will be placed in work folders.

Chart

TYPES OF VANDALISM

1. Acquisitive vandalism - Property damage done to acquire money or goods, such as breaking open vending machines or telephone coin boxes, stripping parts from cars or fittings from housing project heating systems.
2. Tactical vandalism - Property damage done intentionally to advance some other end, as a means to draw attention to a grievance or to force a reaction. Such a tactical approach is exemplified by prisoners who destroy their cells or the mess hall in protesting inadequate facilities.
3. Ideological vandalism - Similar to tactical vandalism but carried out explicitly to further an ideological cause. Anti-government slogans painted on embassy buildings or burning down R.O.T.C. headquarters are examples.
4. Vindictive vandalism - Damage done to a selected target for revenge on its owner, guardian, or representative.
5. Play vandalism - Damage to property in the context of a game, such as who can break the windows on the highest level, shoot out the most street lamps or jam a telephone receiver in the most ingenious manner.
6. Graffiti - Harmless vandalism plaguing the east and particularly transportation systems, stations, tunnels and cars, as a determination on the part of certain individuals to express their identity somewhat after the fashion of "Kilroy was here."
7. Malicious vandalism - Damage done to property as part of a general expression of rage or frustration. This vandalism may be indiscriminate but often is directed at symbols of the middle class, public institutions and systems such as subways, schools and automobiles.

Lesson 15

Worksheet

TYPES OF VANDALISM

Directions: Match the type of vandalism (Column A) with the example of that type of vandalism (Column B).

Column A		Column B
1. Acquisitive	________	a group of boys shooting out street lights with B.B. guns
2. Tactical	________	breaking into a cigarette machine.
3. Ideological	________	shooting off a firecracker in Mr. Doe's mailbox because he would not let Johnny ride his bike across his yard.
4. Vindictive	________	scribbling your name on a school bus or a bathroom wall.
5. Play	________	breaking your assistant principal's windshield because you were angry when he told you to stay after school.
6. Graffiti	________	spray painting the slogan, "Hitler was the greatest human being who ever lived" on a Jewish synagogue.
7. Malicious	________	breaking out the windows in a school bathroom to protest the locking of bathroom doors during the lunch hour.

LESSON 16

LESSON TOPIC: Unit Review

GRADE LEVEL: 6

CONCEPTS: Would vary based on presentation

TERMS: Would vary based on presentation

OBJECTIVES: Students will be able to:

1. Develop a slide/cassette presentation representing all that they have learned from this unit of study.

MATERIALS: Cassette Recorder, blank tape, slides (provided by Project and Teacher), slide projector, script written by students.

PROCEDURES:

1. The teacher will review all facts learned throughout unit of study–including work folder material which was collected during unit.
2. The students will be given slides to be arranged in a logical sequence according to what they have learned. A script will then be written to accompany the slides. The script will be recorded on the cassette recorder using blank tape.
3. The students will present the slide/cassette presentation for other classes.

SUMMARY: The class will be given an objective type test covering all materials in the unit–city, county, state government, political parties, laws, and vandalism. The test will be graded and returned to each student for evaluation on what they learned through their participation in this unit of study.

ACTIVITY CARDS

Locate 5 cities with populations of under 1,000	Locate 5 cities with populations of 5,000 - 25,000
What is the southern-most city in Fulton County?	What is the symbol for a city whose population is over 50,000?
What is the largest city on Georgia's coast?	What is the capital of Georgia, and what is the symbol for it?
Marietta is located in which Georgia county?	Alphabetically, which Georgia city comes first?

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

Lesson 3
Procedure 2

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GRADE 7

STATE GOVERNMENT TAXES AND SPENDING

UNIT OVERVIEW

INTRODUCTION

An understanding of basic economic concepts is necessary for wise political decision-making. As soon as students reach voting age, they will be asked to choose political candidates who will make economic decisions that will affect their lives in many ways. Students must be able to understand the economic bases of the candidates' platforms (whether the candidate is running for Public Service Commission or President) in order to make rational decisions. Voters are also asked to make decisions concerning bond issues, property taxes, additional sales tax to be used for projects such as public transportation, and other economic issues.. All these issues have direct impact on students' lives, and they must understand the concepts underlying the issues in order to exercise a measure of control over the forces having impact upon their lives.

Because of the many ways state government spending affects their day-to-day lives, students need an understanding of the way in which a state budget is formulated and adopted. Citizens must understand the process in order to effectively and properly have a voice in how their tax dollars are spent.

OBJECTIVES OF UNIT

Students will be able to:

1. Develop an understanding of selected political science concepts and be able to relate them to state government.
2. Develop an understanding of selected economic concepts and be able to apply them to understanding economic problems.
3. Develop an understanding of the processes by which a Georgia state budget is formulated and passed.
4. Improve their oral and written communication skills.
5. Improve their listening and note-taking skills.
6. Improve their skills in reading, interpreting, and making charts and graphs.
7. Improve their skills used in small group work.
8. Develop an awareness of ways in which state government spending affects the lives of all citizens—including the students themselves.
9. Develop and apply decision-making skills to real economic/political problem situations.

PRETEST

1. Match these terms to their definitions:

   ___ constitutional government
   ___ democratic-republican form of government
   ___ federal system of government
   ___ separation of power

   a. powers are divided between the national and state governments.
   b. the government uses only those powers granted to it by a written constitution.
   c. two major parties have power in the government.
   d. ultimate decision-making power is in the hands of the people, but most policy decisions are made by representatives.
   e. power is divided among three major branches of government.

2. Name the three branches of government and the functions of each.

3. Describe how the system of checks and balances works in Georgia government.

4. Write a G in front of a good a S in front of a service.

   ___ insurance
   ___ hamburger
   ___ apartment
   ___ hair cut
   ___ termite inspection
   ___ magazine

5. List three private economic wants (either goods, services, or both).

6. List three public economic wants (either goods, services, or both).

7. List six goods or services you consume in a day.

8. List the resources used to produce a McDonald's hamburger.

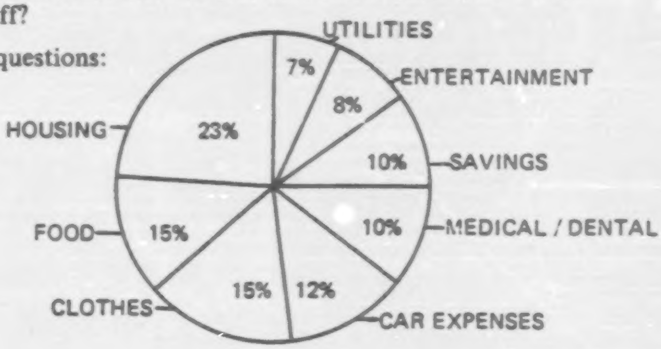
   natural –
   human –
   capital –

9. A brother and a sister go to the refrigerator to get a cold drink. There is only one left.

   What is the problem?
   What is the scarce resource?
   List some possible solutions.

10. Sue can watch TV or do her homework. She chooses to do her homework. What is the opportunity cost or trade-off?

11. Use this graph to answer these questions:



   a) What part of the family's income is saved?
   b) What part of the family's income is spent on housing, food, and utilities?
   c) Which does the family spend more on, entertainment or savings?
   d) If the family income is $2,000 how much do they spend on housing?

12. Use 1, 2, 3, 4 to identify (in order) Georgia's top four sources of revenue.

___ motor fuel tax
___ alcohol and tobacco taxes
___ all other taxes
___ property tax
___ income tax
___ sales tax
___ insurance premium tax

13. Use 1, 2, 3, 4 to identify (in order) Georgia's top four expenditures of state revenue.

___ transportation
___ education
___ all other
___ parks and recreation
___ general government
___ human services
___ government printing

14. Use 1, 2, 3, 4, 5, 6, 7 to identify (in order) the steps in formulating and passing a state budget.

___ the House passes an appropriations bill
___ the Governor asks voters for their approval of an appropriations bill
___ the Senate passes an apporpriations bill, usually different
___ state agencies provide the Governor's office with their requests for funding
___ Georgia voters approve the budget
___ the House and Senate Appropriations Committees hold joint budget hearings
___ the Governor submits a budget as a bill to the House
___ the House and Senate appoint a compromise committee that prepares the final budget, which is approved by both chambers
___ the Governor's Office of Planning and Budget evaluates, sets priorities, and makes final budget decisions

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PRETEST KEY

1. b, d, a, e
2. legislative branch–makes laws and funds programs
   executive branch–enforces laws and carries out programs
   judicial branch–interprets laws and administers court system
3. Governor can veto laws; legislature can override veto by two-thirds vote.
   Judicial can decide constitutionality of laws; legislature can impeach judges and executive officials.
   Judicial interprets laws.
4. S G S
   G S G
5. Food, clothing, entertainment, shelter, vehicles, insurance, haircuts, records, etc. (Answers will vary)
6. Education, sanitation services, aid to the poor, good roads, clean air, etc. (Answers will vary)
7. Food, magazines, pencils, paper, transportation, books, candy, radio, T.V., etc. (Answers will vary)
8. Natural–cow, wheat, water, coal, milk, sugar, starch, tomatoes, etc.
   Human–labor, ideas for processing machines, etc.
   Capital–machinery, restaurant, money, etc.
9. Problem: not enough to go around
   Resource: cold drink
   Solutions: share; first come, first served; draw straws, fight; etc.
10. T.V.
11. a) 10% b) 45% c) savings d) $460
12. 1–income tax 2–sales tax
    3–motor fuel tax 4–all other taxes

13. 1–education 2–human services
    3–transportation 4–all other
14. 1–state agencies provide the Governor's office with their requests for funding.
    2–the Governor's Office of Planning and Budget evaluates, sets priorities, and makes final budget decisions.
    3–the Governor submits a budget as a bill to the House
    4–the House and Senate Appropriations Committees hold joint budget hearings.
    5–the House passes an appropriations bill.
    6–the Senate passes an appropriations bill, usually different.
    7–the House and Senate appoint a compromise committee that prepares the final budget, which is approved by both chambers.

LESSON 1

LESSON TOPIC: Introduction to Unit on State Government

GRADE LEVEL: 7

CONCEPTS: State government

TERMS: Capital, capitol

OBJECTIVES: Students will be able to:

1. Demonstrate an interest in Georgia's government by asking questions, suggesting facts already known, suggesting areas for research, or otherwise contributing to the class discussion.
2. Distinguish the terms "capital" and "capitol."
3. Identify specific reasons why what goes on in the Georgia State Capitol is important to their lives.

MATERIALS: Optional filmstrip *Under Georgia's Gold Dome* (Institute of Government), chart paper, markers, handout "What Do You Know About Your State Government?"

PROCEDURES:

1. Inform the class that they are about to begin a new social studies unit that will cover several topics. The main area of study will be Georgia government, and the decisions they make about spending money. Stimulate interest by asking questions: What city is the capital of Georgia? Has Atlanta always been the capital of Georgia? Can anyone name any of the other cities that have been the capital of Georgia? What's so special about a capital, anyway? If available, view the filmstrip, using the annotated script to answer as many questions as possible.

2. After the filmstrip, use chart paper and markers to record students' answers to questions: (a) What do we know about Georgia government and its budget? (b) What do we want/need to know about Georgia government and its budget? (NOTE: If the students suggest topics that you know will not be covered by the instruction in this unit, make plans to have them do research at an appropriate time). The handout "What Do You Know About Your State Government?" can be used at this time.

WHAT DO YOU KNOW ABOUT YOUR STATE GOVERNMENT?

1. Excluding the state budget, name one new law passed at the last session of the Georgia General Assembly. ______________________
____

2. Name 3 ways the state legislature of Georgia affects your life.

(1) ______________________

(2) ______________________

(3) ______________________

3. Name 3 additional ways the state legislature affects the lives of your parents.

(1) ______________________

(2) ______________________

(3) ______________________

4. Who is your State Representative? ______________________

5. Who is your State Senator? ______________________

6. What month and year will the next session of the General Assembly convene?
____

7. Who is Governor of Georgia? ______________________

8. Name one right or responsibility you gain under Georgia law upon reaching each of the following ages:

Age 15 ______________________

Age 16 ______________________

Age 17 ______________________

Age 18 ______________________

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LESSON 2

LESSON TOPIC: Developing Political Science Concept Base

GRADE LEVEL: 7

CONCEPTS: Constitutional government, democracy, republic, federalism, separation of powers, checks and balances

TERMS: Constitution, democratic, republican, powers, legislative, executive, judicial

OBJECTIVES: Students will be able to:

1. Define specific concepts which relate to the American political system.
2. Relate these concepts to Georgia government.
3. Name the three branches of government and list specific functions of each.
4. Describe the system of checks and balances and relate it to Georgia government.

MATERIALS: A teacher-made tape (script follows); 5 diagrams, as described in the tape; a self-check: questions on one side, answers on the other.

PROCEDURES:

1. Record, or have someone record for you, the script on the following page. Have the diagrams ready to use in the classroom when the tape is played.
2. After the students have listened—either individually or collectively—have them take the self-check.

SCRIPT FOR TAPE

There are five basic features of American government that are found in both national and state government. It is important that you understand these features before we go on to learn about Georgia government and its budget. This tape will discuss the five features as they are found in the national government. As you listen to this tape, you should decide how each of these five features are found in Georgia government.

Look at Diagram 1. It is a drawing of the United States Constitution. This is your clue to the first basic feature of American government: it is a *constitutional government*. A constitution is a written document that outlines the way in which a government is to be organized. Our Constitution was adopted in 1788. It tells how the government is to be set up and how it is to work. It lists the steps in making and enforcing laws. It names most of the major offices in our government and tells what powers these offices have. It also tells who is eligible to hold these offices. When we say that American government is a constitutional government, we mean that our governmental officials get their authority from the Constitution. They cannot legally do anything that the Constitution does not give them power to do. How do you think this feature of constitutional government applies to our state government? (Pause)

The second feature of the American government is that it is a democratic-republican form of government. Take a look at Diagram 2. This phrase may be a little confusing, because it doesn't have anything to do with the two major political parties in America. What it *does* mean is that American government is *democratic* in that every citizen has a part in the decision-making process of our government. Citizens take part by voting. Citizens can change government policies by changing leaders. If we don't like the way the President is handling inflation, then we vote in a new President at the next election. American government is *republican* in that most decisions are made by elected officials, not citizens. In small towns, a purely democratic government can work. They hold town meetings and all the citizens vote on every decision. Can you imagine what would happen if our national government worked like that? Every time a new law or budget was needed all the citizens in the United States would have to vote. What a mess! So our government is a *democratic-republic form of government:* democratic because all citizens vote to elect our leaders and representatives, and republic because those representatives vote on most important decisions for us. Diagram 2 shows people voting to choose decisionmakers and those elected decisionmakers voting on an important law. Which sketch shows the republic part of our government? Did you point to the sketch on the right side? Good! Which sketch shows the democratic part of our government? Right! The sketch on the left side. How do you think this feature of democratic-republican form of government applies to our state government? (Pause)

Take a quick review here. Can you name the first feature of American government? (Pause) It's constitutional government. What does that mean? (Pause) It means that government has only those powers granted to it by the Constitution. What is the second feature of American government? (Pause) It's a democratic-republican form of government. What does that mean? (Pause) It means that citizens have the final decision-making power, but most policy decisions are made by elected representatives.

The third feature of American government is shown in Diagram 3. Our government is a *federal system of government*. That means that powers are divided between the central government and its subdivisions. On the national level that means that powers are divided between the national and state governments. The Constitution gives some rights and responsibilities only to the national government, some only to the state governments, and some to both. For example, only the national government can coin money, set up post offices, control who can immigrate and become a U.S. citizen, declare war, and grant patents or copyrights. Only the states can conduct elections, regulate trade within the state, set up and supervise schools, and make laws about wills, contracts, and domestic relations such as divorce. Both the national and state governments can collect taxes, borrow money, establish courts, and protect the health and safety of citizens. How do you think this feature of a federal government applies to our state government? (Pause)

Take another quick review. Can you name the first feature of American government? (Pause) It's constitutional government. What does that mean? (Pause) It means that government has only those powers granted to it by the Constitution. What is the second feature of American government? (Pause) It's a democratic-republican form of government. What does that mean? (Pause) It means that citizens have the final decision-making power, but most policy decisions are made by elected representatives. What is the third feature of American government? (Pause) It's a federal system of government. What does that mean? (Pause) It means that powers are divided between the central government and its subdivisions.

Diagram 4 shows the fourth feature of American government: power is separated among three branches of the government. The Constitution divides the powers given to the national government among three branches. These three have different names and different functions or jobs to do. The legislative branch (Congress) makes laws, the executive branch (or the President) enforces the laws, and the judicial branch interprets or applies the laws. The Constitution separated the national powers to keep one person or group of persons from getting too much power. How do you think this feature of separation of power applies to Georgia government? (Pause)

It's time for another quick review. Can you name the first feature of American government? (Pause) It's constitutional government. What does that mean? (Pause) It means that government has only those powers granted to it by the Constitution. What is the second feature of American government? (Pause) It's a democratic-republican form of government. What does that mean? (Pause) It means that citizens have the final decision-making powers, but most policy decisions are made by elected representatives. What is the third feature of American government? (Pause) It's a federal system of government. What does that mean? (Pause) It means that powers are divided between the central government and its subdivisions. What is the fourth feature of American government? (Pause) Powers are separated among three branches of government. What does that mean? (Pause) It means that our government has three branches and each one has a different function.

Diagram 5 shows the fifth feature of American government. Some people call it the system of checks and balances. What they mean is that each branch of government does not have total control over the powers and responsibilities that the constitution gives to it. The other branches have some power to check it (like in chess). This way there is a sort of balance of power among all three branches. In the national government, the executive branch (or the President) can check the legislative branch by vetoing bills, calling special sessions of Congress, sending messages to Congress, being a leader of his or her party or appealing to the voters. The executive branch can check the judicial branch by nominating judges, granting pardons or reprieves, or by refusing to enforce court orders. The Diagram shows how the legislative branch can check the executive branch and judicial branch, and how the judicial branch can check the executive branch and legislative branch. Read the lists carefully. Turn off the tape recorder if you need to. How do you think this process of the three branches checking and balancing each other applies to Georgia government? (Pause)

Now you're ready to take a self-check. Write the answers to the questions on paper. When you finish, check your answers with the answers on the back of the self-check. If you miss any, listen to that part of the tape again. If you still don't understand after that, see your teacher.

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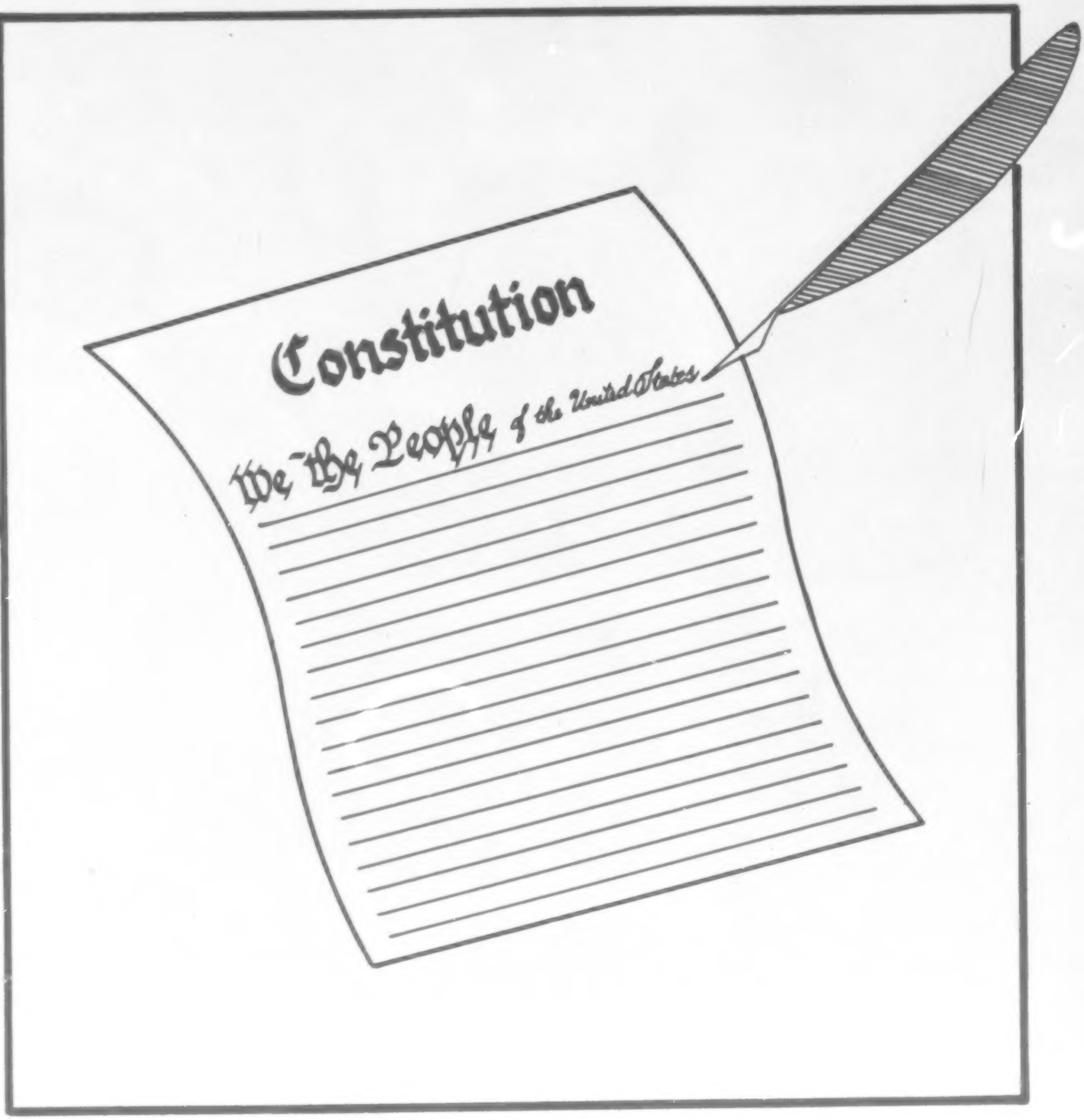
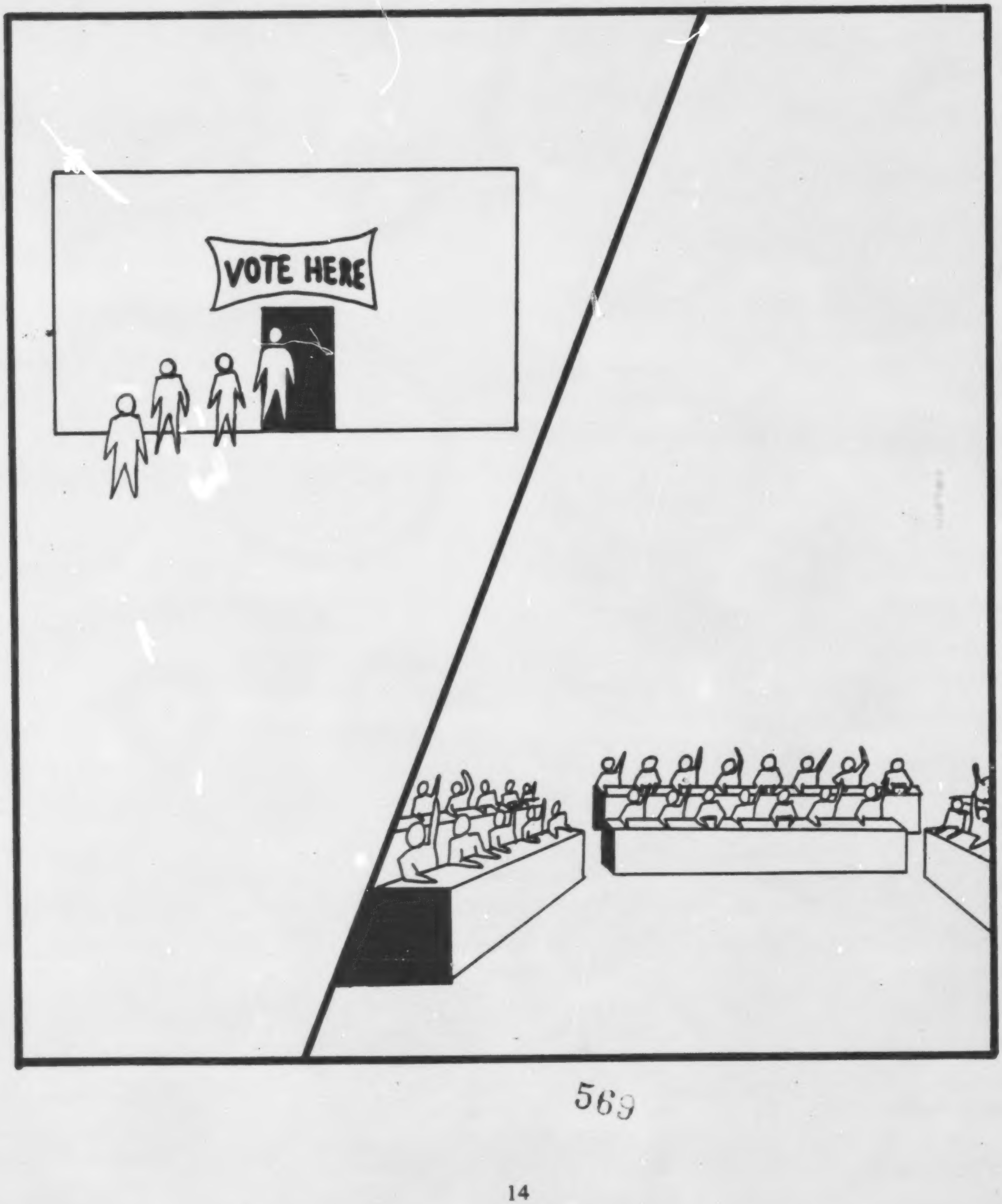
Constitutional Government


Constitution
We the People of the United States

Democratic-Republic



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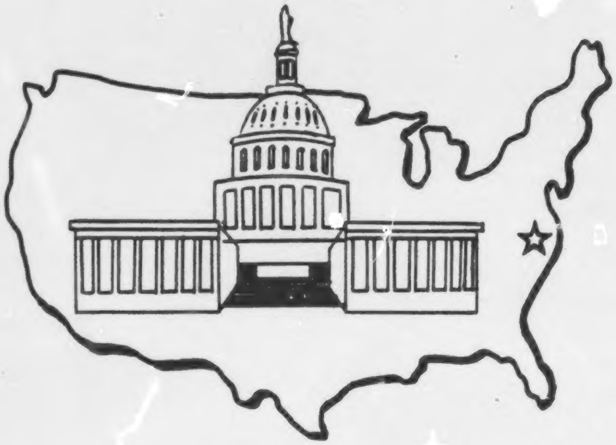
Federalism

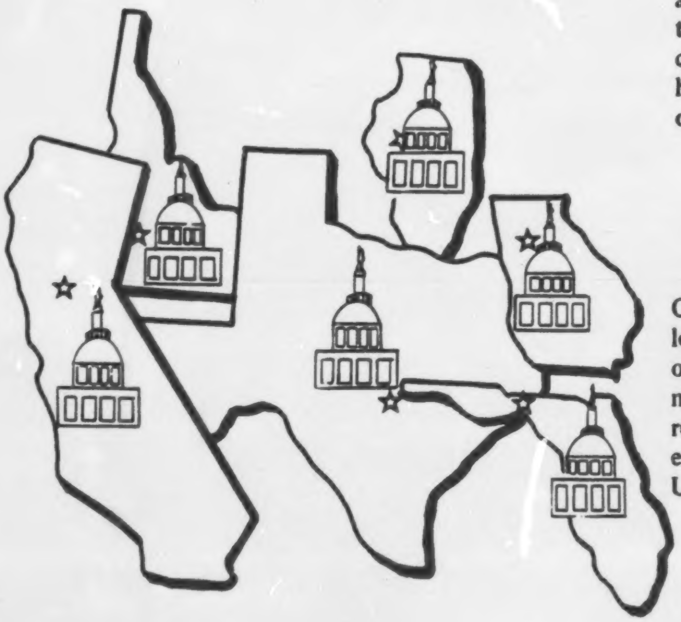


FEDERAL POWERS

Declare war; protect national defense; conduct foreign relations; issue money; set naturalization and immigration policies; set up post offices; regulate interstate commerce.

SHARED POWERS

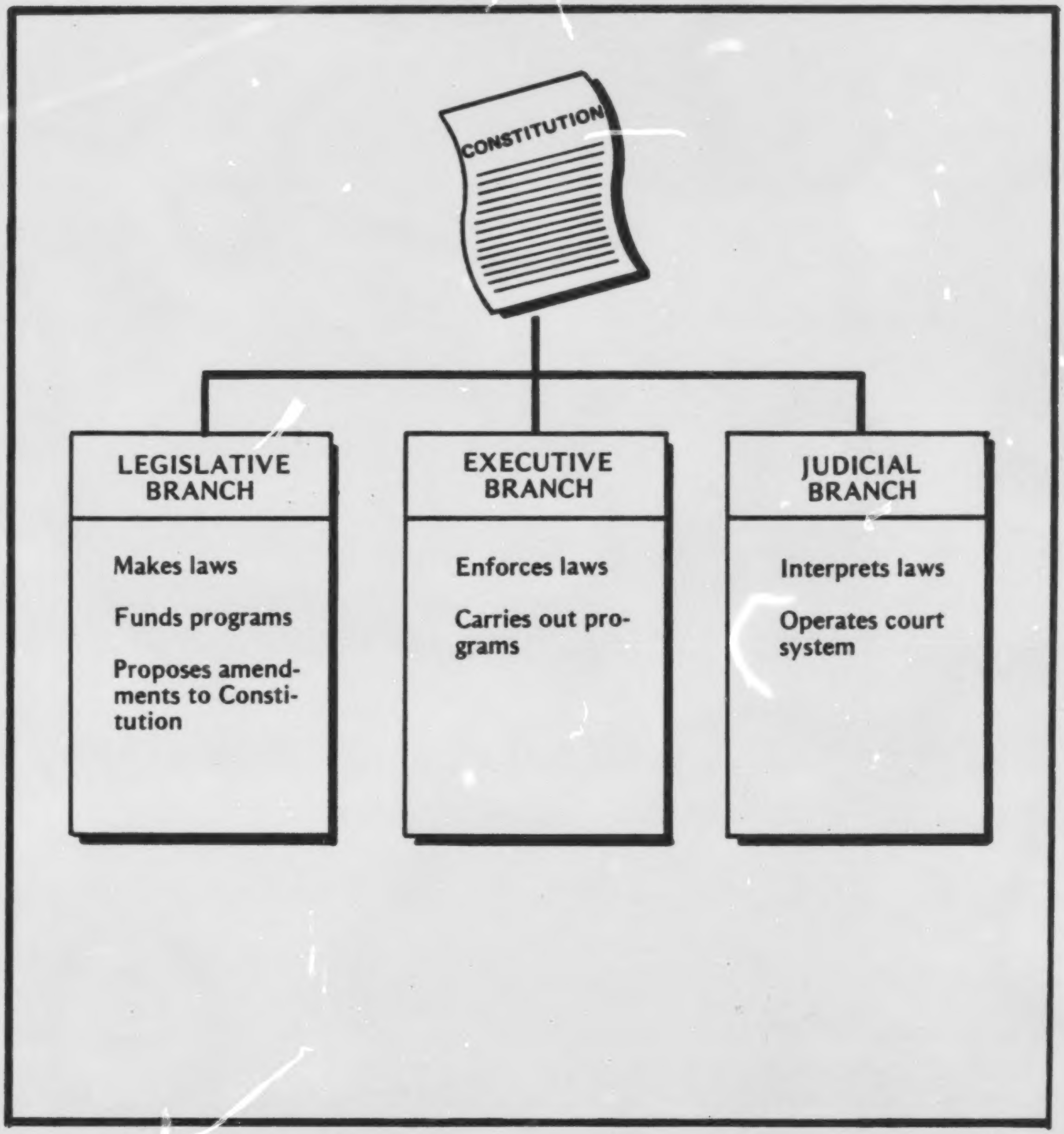
Tax citizens; borrow money; pass civil and criminal laws; set up courts; build and maintain highways and parks; protect natural resources; promote energy conservation; promote and protect the health, safety, education, and welfare of citizens.



STATE POWERS

Organize its own government; establish local governments; conduct elections; operate public school system; determine marriage, divorce, and other family law; regulate business and trade within state; exercise powers "reserved" to states by U. S. Constitution.

Separation of Powers



LEGISLATIVE BRANCH

Makes laws

Funds programs

Proposes amendments to Constitution

EXECUTIVE BRANCH

Enforces laws

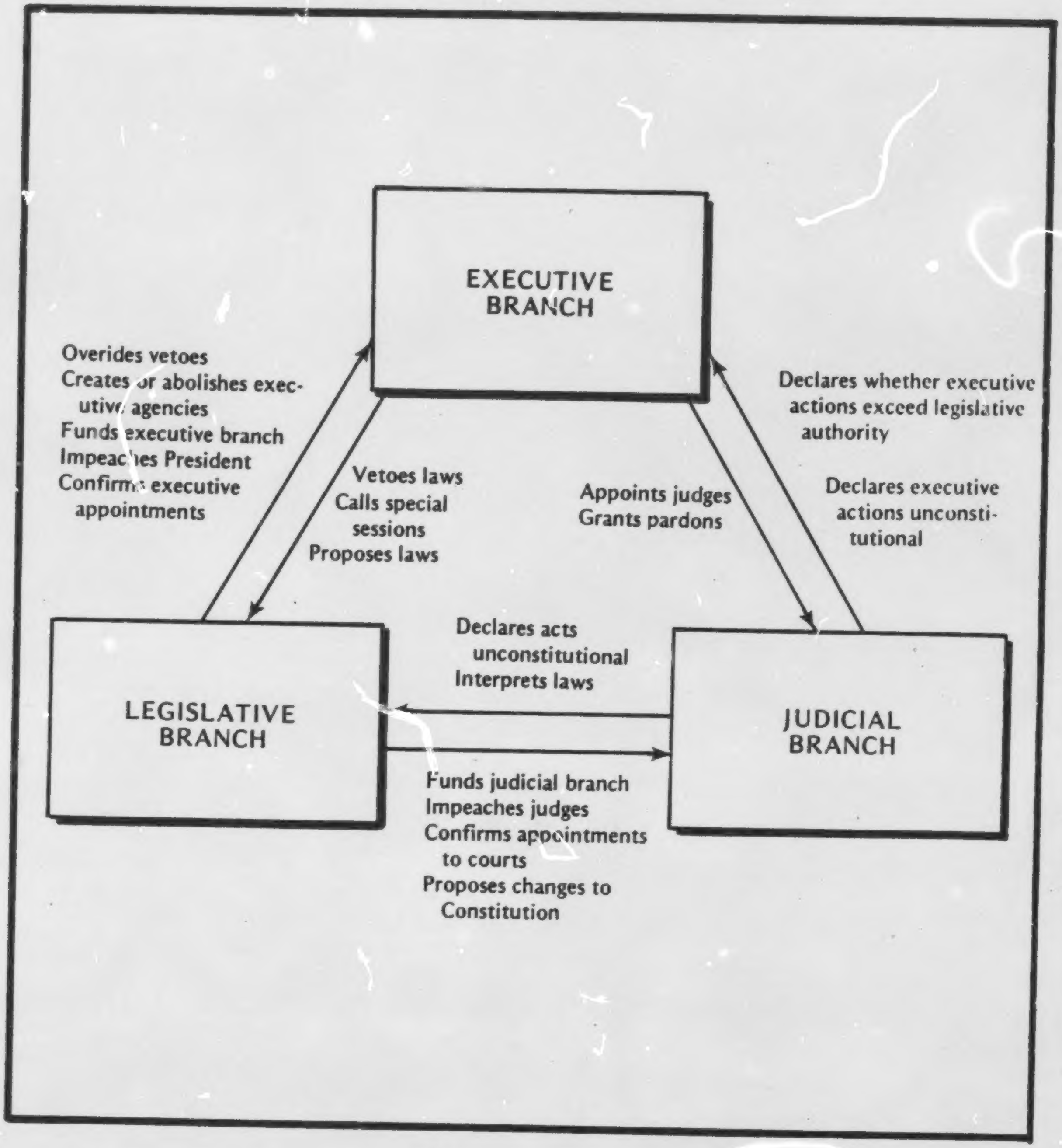
Carries out programs

JUDICIAL BRANCH

Interprets laws

Operates court system

Checks and Balances


EXECUTIVE BRANCH
LEGISLATIVE BRANCH
JUDICIAL BRANCH
Overides vetoes
Creates or abolishes executive agencies
Funds executive branch
Impeaches President
Confirms executive appointments
Vetoes laws
Calls special sessions
Proposes laws
Appoints judges
Grants pardons
Declares whether executive actions exceed legislative authority
Declares executive actions unconstitutional
Declares acts unconstitutional
Interprets laws
Funds judicial branch
Impeaches judges
Confirms appointments to courts
Proposes changes to Constitution

Student Self-Check

BASIC FEATURES OF AMERICAN AND STATE GOVERNMENT

1. Give a brief definition of each of the following terms:
   a. *Constitutional Government:*

   b. *Democratic-Republic Form of Government:*

   c. *Federal System of Government:*

   d. *Separation of Powers:*

2. Name the three branches of Georgia government and list the functions of each:
   1.
   2.
   3.

3. Describe the system of checks and balances as it applies to Georgia government:

ANSWERS:

1. a) the government uses only those powers granted to it by a written constitution.
   b) ultimate decision-making power is in the hands of the people, but most policy decisions are made by representatives.
   c) powers are divided between the national and state governments.
   d) power is divided among three major branches of government.
2. legislative branch–makes laws and funds state programs
   executive branch–enforces laws
   judicial branch–interprets laws and administers court system
3. Governor can veto laws; legislature can override veto by two-thirds vote
   Judicial can decide constitutionality of laws; legislative can impeach judges
   Judical interprets laws

LESSON 3

LESSON TOPIC: Practicing Political Science Concepts

GRADE LEVEL: 7

CONCEPTS: Not applicable

OBJECTIVE: The student will apply concepts and facts in order to complete three game activities.

MATERIALS: Copies of the three attached games.

PROCEDURES: The student will complete the games by using the words listed on the first page. The words can be used more than once.

ACTIVITY SHEET

Use these words to complete the activities on the following pages:

capital
capitol
checks and balances
Congress
constitution
constitutional government
courts
Democratic
democratic
federal
government
governor
House
House of Representatives
judicial
legislative

legislature
override
President
power
represent
Republican
republican
Senate
separation of powers
state
tax
taxes
veto
vote
voting

WHO AM I?

1. ____________________ I am the highest officer in the state government executive branch.
2. ____________________ I am the money citizens pay to their state or country.
3. ____________________ I am a type of government that gives every citizen a vote by secret ballot.
4. ____________________ I am one of the 50 parts of the United States.
5. ____________________ I am a document that outlines the way in which a government is set up.
6. ____________________ I am the thing that is divided among three branches of government.
7. ____________________ I am a type of government that has elected officials make decisions for its citizens.
8. ____________________ I am a system of government that divides power between the national and state governments.
9. ____________________ I am the branch of government that interprets and applies laws.
10. ____________________ I am the highest officer in the national government executive branch.

KEY
ACTIVITY SHEET

Use these words to complete the activities on the following pages:

capital
capitol
checks and balances
Congress
constitution
constitutional government
courts
Democratic
democratic
federal
government
governor
House
House of Representatives
judicial
legislative
legislature
override
President
power
represent
Republican
republican
Senate
separation of powers
state
tax
taxes
veto
vote
voting

WHO AM I?

1. Governor I am the highest officer in the state government executive branch.
2. Taxes I am the money citizens pay to their state or country.
3. Democratic I am a type of government that gives every citizen a vote by secret ballot.
4. State I am one of the 50 parts of the United States.
5. Constitution I am a document that outlines the way in which a government is set up.
6. Power I am the thing that is divided among three branches of government.
7. Republican I am a type of government that has elected officials make decisions for its citizens.
8. Federal I am a system of government that divides power between the national and state governments.
9. Judicial I am the branch of government that interprets and applies laws.
10. President I am the highest officer in the national government executive branch.

MYSTERY MESSAGE

1. Citizens choose political leaders by _ _ _ _ _ _.
   6 3 10

2. One of the two main political parties in the U.S. is the _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _. (Hint: Its symbol is an elephant.)
   4 13 12 7

3. At the state level, the two parts of the legislative branch are the _ and the _ _ _ _ _ _.
   17 1 19 22 21 26

4. Dividing power between the national and state government is the _ _ _ _ _ _ _ system of government.
   18 24

5. The way the three branches of government keep the other branches from getting too much power is the system of _.
   16 20 23 15

6. The city that is the center of government for a state is called its _ _ _ _ _ _ _.
   2 9

7. The idea that a government can use only the power given to it by its constitution is called _.
   11 25 5 8

_ _ _ _ _ _ _ _ _ _ _ _ _ _, _ _ _
12 1 7 17 13 16 9 19 18 5 11 20 12 21, 7 5 13

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
20 9 6 4 15 22 25 24 3 26 18 25 15 17 11 25 23 5 13 11

_ _ _ _ _ _ _ _ _ _.
10 17 6 4 24 19 8 22 3 2

CREATE YOUR OWN!

Make up your own puzzle or game, using the words on the first page, or any other words connected with government. The best ones will be duplicated for the class.

MYSTERY MESSAGE

1. Citizens choose political leaders by $\underset{6}{V}$ O T I $\underset{3}{N}$ $\underset{10}{G}$.

2. One of the two main political parties in the U.S. is the R $\underset{4}{E}$ P $\underset{13}{U}$ B L $\underset{12}{I}$ C A N P A R T $\underset{7}{Y}$. (Hint: Its symbol is an elephant.)

3. At the state level, the two parts of the legislative branch are the H $\underset{17}{O}$ U S E O $\underset{1}{F}$ 1 R E P R E S E $\underset{19}{N}$ T A T I V $\underset{22}{E}$ S and the $\underset{21}{S}$ E N A T $\underset{26}{E}$.

4. Dividing power between the national and state government is the F E $\underset{18}{D}$ E $\underset{24}{R}$ A L system of government.

5. The way the three branches of government keep the other branches from getting too much power is the system of $\underset{16}{C}$ $\underset{20}{H}$ E C K S A N D $\underset{23}{B}$ A $\underset{15}{L}$ A N C E S.

6. The city that is the center of government for a state is called its C A P I $\underset{2}{T}$ $\underset{9}{A}$ L.

7. The idea that a government can use only the power given to it by its constitution. is called C O N S T I $\underset{11}{T}$ U T I O N $\underset{25}{A}$ L G $\underset{5}{O}$ V E R N $\underset{8}{M}$ E N T.

I	F	Y	O	U	C	A	N	D	O	T	H	I	S,	Y	O	U
12	1	7	17	13	16	9	19	18	5	11	20	12	21	7	5	13

H	A	V	E	L	E	A	R	N	E	D	A	L	O	T	A	B	O	U	T
20	9	6	4	15	22	25	24	3	26	18	25	15	17	11	25	23	5	13	11

G	O	V	E	R	N	M	E	N	T.
10	17	6	4	24	19	8	22	3	2

CREATE YOUR OWN!

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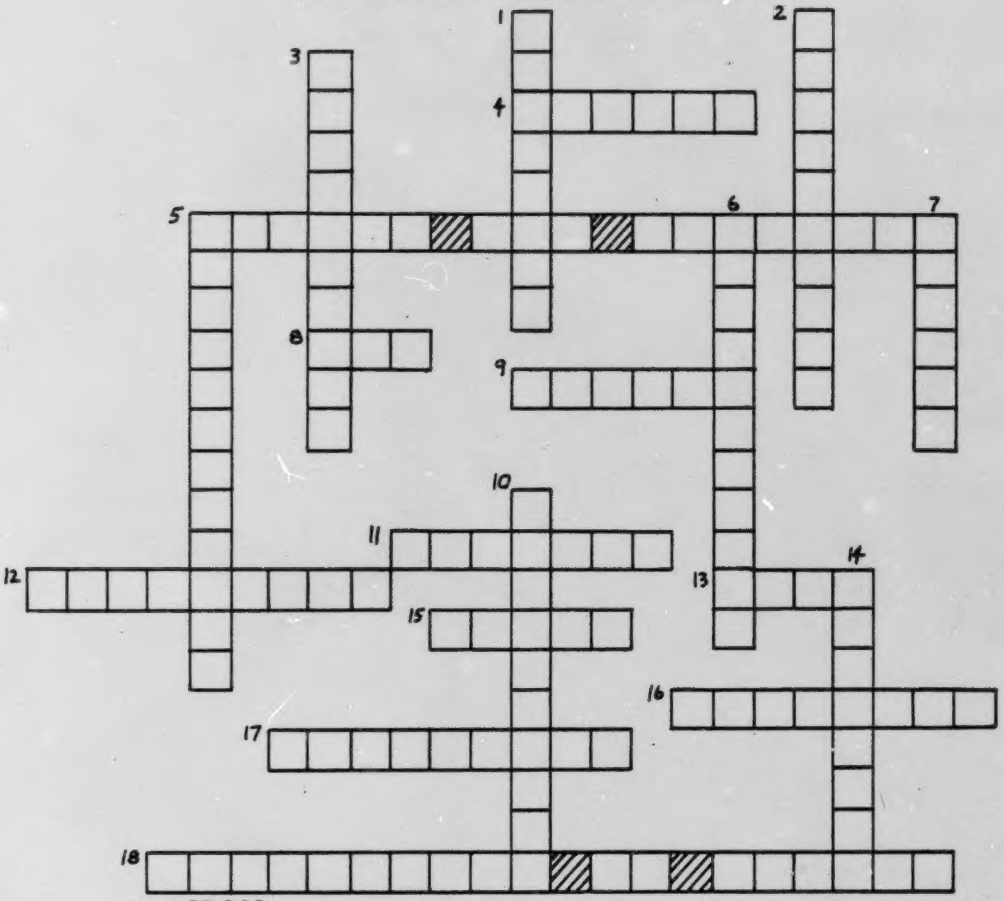
GOVERNMENT CROSSWORD PUZZLE



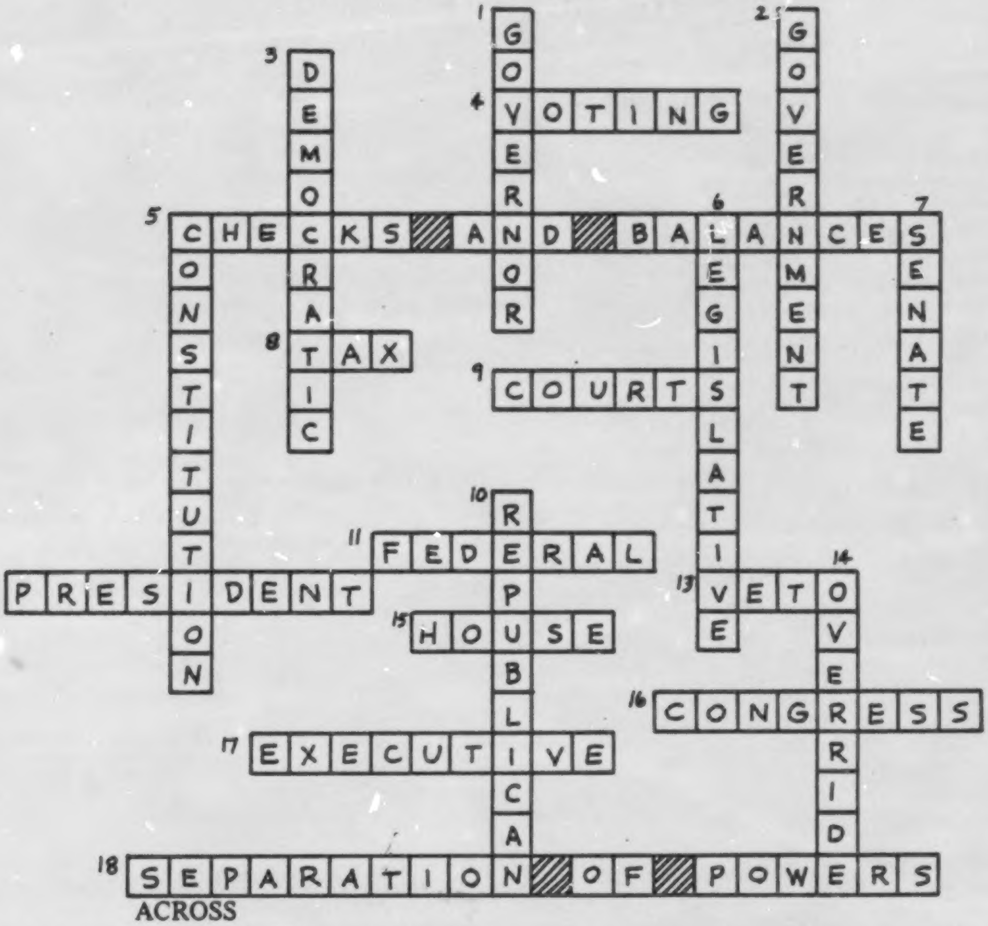
ACROSS

4. citizens choose their decisionmakers by doing this
5. the system that gives each branch of government the ability to counter the power of other branches (3 words)
8. a right that the national and state governments share (to ____)
9. these make up the judicial branch
11. this system divides power between the national and state governments
12. this office is the highest office in the executive branch of the U.S. government
13. the executive branch does this to "check" the legislative branch
15. a Representative works in this part of the legislative branch
16. the legislative branch of the U.S. government
17. the branch of government that enforces or carries out laws
18. the principle that divides power among three branches of government (3 words)

DOWN

1. the chief officer in the executive branch of state government
2. an agency that rules, controls, or has authority over a section of land and its people
3. a government in which every citizen has a vote by secret ballot
5. a written document that tells how a government will be organized
6. the branch of government that makes laws
7. a Senator works in this part of the legislative branch
10. a government in which elected officials make decisions for the citizens
14. to "check" the executive branch, the legislative branch can ____ a veto

GOVERNMENT CROSSWORD PUZZLE


1 GOVERNOR
2 GOVERMENT
3 DEMOCRATIC
4 VOTING
5 CHECKS AND BALANCES
5 CONSTITUTION
6 LEGISLATIVE
7 SENATE
8 TAX
9 COURTS
10 REPUBLICAN
11 FEDERAL
12 PRESIDENT
13 VETO
14 OVERRID
15 HOUSE
16 CONGRESS
17 EXECUTIVE
18 SEPARATION OF POWERS

ACROSS

4. citizens choose their decisionmakers by doing this
5. the system that gives each branch of government the ability to counter the power of other branches (3 words)
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10. a government in which elected officials make decisions for the citizens
14. to "check" the executive branch, the legislative branch can _____ a veto

LESSON 4

LESSON TOPIC: Developing Economics Concept Base

GRADE LEVEL: 7

CONCEPTS: Economic wants, productive resources, economic decisionmaking

TERMS: Consumer, goods, resource, scarcity, services, private, public, opportunity cost, trade-off

OBJECTIVES: Students will be able to:

1. Distinguish between goods and services.
2. List examples of goods and services that individuals and society may want (private and public economic wants).
3. List examples of goods and services they consume during a typical day.
4. List the natural, human, and capital resources used to produce a given good or service.
5. Write or draw an example of a scarcity situation, define the problem, name the scarce resource, and list possible solutions to the problem.
6. Name the opportunity cost or trade-off in a given situation.

MATERIALS: Magazines, scissors, glue, newsprint, handout "Decision Making."

PROCEDURES: The teacher will conduct a lecture/discussion covering several main concepts. In all instances, the teacher should be certain to relate the "society" to the state, with the government making economic decisions and allocating resources to meet the economic wants and needs of the state.

DAY 1

When discussing *economic wants*, the teacher's lecture should emphasize that economic wants are those things that people would like to have. Some are basic or subsistence wants, such as food and shelter. Others provide convenience or leisure time or pleasure, such as washing machines, riding lawn mowers, or movies. Most wants are private, but some are public, such as the public need for good roads, clean water, quality education, etc. Economic wants can be either goods or services. Goods are usually "things," and services are usually what people do for you. Ask the students to name examples of goods and services that individuals or families might want, and goods and services that the society of Georgians might want.

When discussing *consumption*, the teacher's lecture should emphasize that consumption is the process of satisfying an economic want. Students may have the impression that consumption is eating something, or "using it up." Explain that you consume a movie when you watch it. Consumers are the persons whose wants are satisfied. Ask if the students are consumers, what kinds of things they consume, what kinds of things a society (Georgians) consumes.

Next, have each student divide a piece of newsprint into two columns and label one "goods" and the other "services." The student will then sketch or paste pictures (cut from magazines) in the proper columns, to show examples of goods and services. On another piece of newsprint the student will make two columns and label them "Private Economic Wants" and "Public Economic Wants." The student will sketch or paste pictures in the proper columns to illustrate the two types of economic wants.

DAY 2

When discussing *productive resources*, emphasize that before goods and services are available for consumption, they must first be produced. Producing goods requires productive resources. Productive resources can be divided into three types: natural resources, human resources, and capital goods. Natural resources are those resources found on the earth which are used to produce goods and services. Examples are soil, climate, oil, trees, minerals, and water. Human resources are people and their mental and physical abilities and skills. Workers supply ideas and labor that go into producing goods and services. Capital goods are money, tools, machinery, and factories. Ask the class to name the productive resources used to produce goods and services that they consume, and goods and services that Georgians consume.

When discussing *scarcity*, the teacher's lecture should emphasize that since productive resources are limited, the goods and services made from them are also limited. One example that teacher might use is that only a certain amount of lumber or paper can be produced from one tree. Since our state's number of trees is limited, then the amount of lumber or paper then can be produced from them is limited. The teacher should also emphasize that people's economic wants are usually greater than the available resources, so a condition known as scarcity results. Consumers must constantly make choices about how to use their money and leisure time. Society faces scarcity when it decides how to use its scarce resources to meet unlimited needs. Our Governor and state legislature make difficult choices when they decide what goods and services will be produced now, which will be put off until later, and which will never be produced. Ask the class to name some scarcity situations a family might encounter and some scarcity situations the state government might encounter. In each situation ask the class to describe the problem, name the scarce resource, and to suggest possible solutions to the problem.

Next, have each student choose a good or service that he or she consumes in an average day and list the three types of resources that go into that good or service. If necessary, allow the student to do some research into the ingredients or processes used in producing the chosen good or service.

DAY 3

When discussing opportunity cost and trade-offs, emphasize that when a choice is made in a scarcity situation, the thing that is given up or postponed is called the opportunity cost. For individuals, the opportunity cost is the good or service given up. For a society, the opportunity cost is the other use for which the productive resources could have been spent. A trade-off is making the decision to do with less of one thing and more of something else. Both individuals and societies make trade-offs. Name several decision situations and ask the students to name the opportunity cost or trade-off. Ask the class to invent some decision situations for classmates to name the opportunity cost or trade-off.

In discussing *economic decision-making*, the teacher should ask if any students have ever made a decision that turned out to be a bad one. Allow the volunteers to discuss their experiences. Then ask how they made their decision. If any students went through a logical decision-making process, outline it on the board. Then introduce the following model using the handout "Decision Making":

1. Define the problem.
2. List alternatives.
3. Predict the consequences of each alternative.
4. Weigh alternatives against personal values.
5. Evaluate alternatives, using the results of (3) and the values of (4).
6. Make a decision.

Work through the model, using a simple situation, such as: Chris has been asked to go to Six Flags with his best friend on Saturday, but he had already planned to go with his brother to a motorcycle race. Help him make a decision.

NOTE:

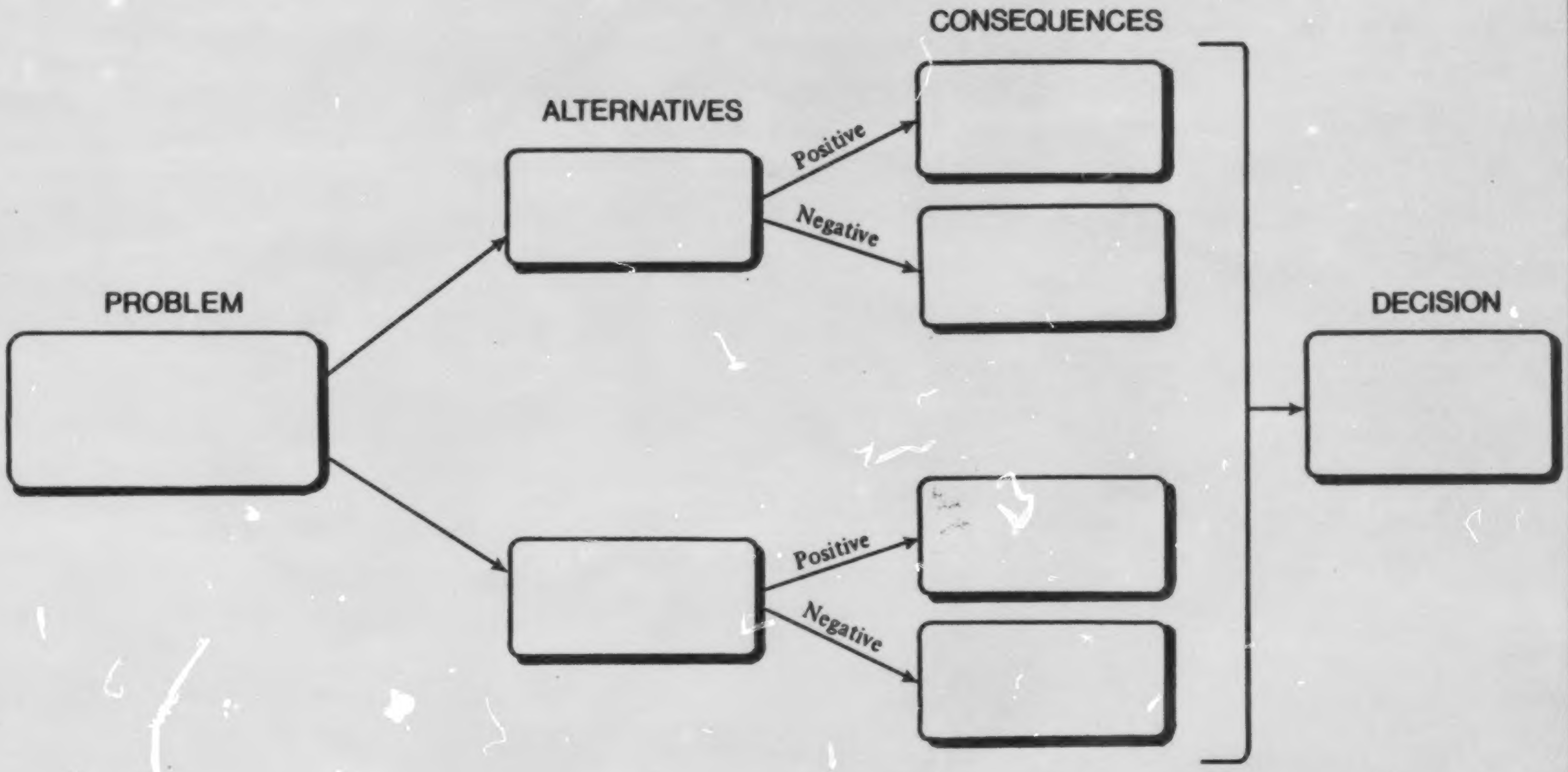
1. The problem is that Chris has a limited resource, time, and two ways of using that time.

2. His alternatives are: go to the race, go to Six Flags, or possibly go to neither.
3. If he goes to the race, his best friend may be angry with him; if he goes to Six Flags, his brother may be angry with him.
4. The criteria will vary from student to student. Some may value family ties, while others may value friendship. Some may value the opportunity to enjoy a different form of entertainment than usual, while others may value the opportunity to repeat a pleasurable experience.
5. A chart may be helpful in evaluating the alternatives. Use the handout "Decision-Making."
6. Each decision made will be a personal judgement, but each student should be able to justify the decision he/she made.
7. Use several of the opportunity cost situations produced by the students to evaluate their understanding of the concept.
8. Leave the Decision-Making Model on the chalkboard. Present the following situation to the students and have them work through the model on paper:

> Your family won $500 in a game at the grocery store where your mom and dad shop. Since the money is totally unexpected income, your parents have decided they will spend it on something "extra," instead of paying bills with it.

Some suggestions for spending the money are: take a vacation to Disney World, buy a mini-bike, buy a pool table-pingpong table combination. Use the decision-making model to help you make a decision for your family. You may add any other choices that you can come up with. Put the decision-making process to work, on paper, and turn the work sheets and decision in to the teacher.

Decision Making


CONSEQUENCES
ALTERNATIVES
Positive
Negative
PROBLEM
DECISION
Positive
Negative

Enlarge diagram if additional alternatives or consequences are needed.

LESSON 5

LESSON TOPIC: Using Economics Concepts–Budgeting

GRADE LEVEL: 7

CONCEPTS: Budget, graph, revenue

TERMS: Pie graph

OBJECTIVES: Students will be able to:

1. Identify what a budget is and why budgets are important.
2. Read and interpret a pie graph.
3. Construct a pie graph from given information.
4. Apply decision-making skills in a personal budgeting situation.

MATERIALS: Transparencies of revenue sources and expenditures for Georgia (data is available in *Georgia Budget in Brief*); overhead projector; protractors and compasses for the students, handouts on Georgia's tax dollar and budget dollar (found in Lesson 6).

PROCEDURES:

1. Present each student with the following situation:

   You are given a weekly allowance of $10.00. From this allowance you are expected to buy your lunch at school, provide for your own entertainment expenses, and make any other personal purchases, such as records, gifts, gum, and candy, as well as any major purchases that are not necessities (such as bike, stereo, go-cart, etc.) Your parents will pay for your food, clothing, medical bills, and toiletries.

   Your lunch costs $2.25 for the week. You must eat a lunch at school each day. You have several options for spending the rest of your money.

   $ .25 extra milk for the week
   2.75 for the skating party on Tuesday
   2.00 to see a movie with a friend on Saturday
   5.00 for a record for your sister's birthday on Thursday
   2.50 for some perfume for your sister's birthday on Thursday
   ???? to save for a Six Flags Season Pass

   Make a budget–that is, show how you plan to spend your money. After you have completed your budget, answer these questions:

   a. What was the first option you knew for sure that you would spend your money on? Why was that thing important to you?

   b. Did you make a "priority list?" If so, in what order did the options fall?

   c. Did you have an example of opportunity cost or a trade-off in making your final budget? If so, what was it?

2. Display the pie graph showing Georgia's budget. Explain that decision-makers often use charts and graphs to help them make decisions, and that the graph they are seeing is an example of a simplified state budget. Use both transparencies to review the process of reading a pie graph. Ask such questions as:

   a. What is the largest source of state revenue? (income tax)

   b. What percent of the total revenue does motor fuel tax contribute? (11%)

   c. What percent of state spending goes to education? (55%)

   d. What percent of state spending goes to all agencies other than education, transportation, and human services? (15%)

e. If the state budget is $2,500,000,000, what amount of money goes to education? (2,500,000,000 x 55% = $1,375,000,000)

f. If the state revenue is $2,500,000,000, what amount of money came from sales tax? ($2,500,000,000 x 38% = $950,000,000)

3. Guide the students through the steps in making a pie graph using this situation:

Carla has $12 to spend. She spends $2 on a skating party, $6 on a record, $1 at McDonald's, and saves $3.

What percent did she spend on the record? (6/12 - 50%)

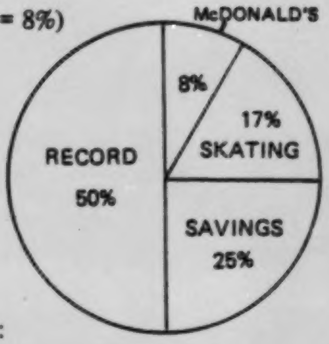
What percent did she spend on the skating party? (2/12 = 17%)

What percent did she spend at McDonald's? (1/2 = 8%)

What percent did she save? (3/12 = 25%)

Make a pie graph to show Carla's budget.

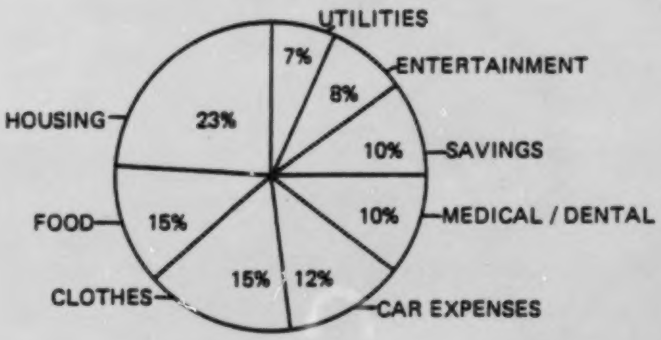
record = 50% x 360° = 180°
skating party = 17% x 360° = 61°
McDonald's = 8% x 360° = 29°
savings = 25% x 360° = 90°



EVALUATION: The student will prepare a pie graph using these figures:

A family's monthly income is $1,000. They spend $230 on their house payment, $70 on utilities, $150 on food, $150 on charge accounts for clothes, $120 on automobile expenses, $100 on medical and dental bills, $80 for entertainment, and $100 for savings.

house 23% = 83°
utilities 7% = 25°
food 15% = 54°
clothes 15% = 54°
car 12% = 43°
medical/dental 10% = 36°
entertainment 8% = 29°
savings 10% = 36°



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LESSON 6

LESSON TOPIC: Georgia's Economic Decision-Making

GRADE LEVEL: 7

CONCEPTS: Budget, revenue, tax

TERMS: Appropriations, income tax, sales tax, property tax, gasoline tax

OBJECTIVES: Students will be able to:

1. Discuss the sources of Georgia revenue.
2. Discuss where the state spends its money.
3. Discuss the process in formulating and passing a budget in Georgia.
4. Compose an essay on how state spending and taxing affects one's life.

MATERIALS: A copy of *State of Georgia Budget in Brief,* available from the Governor's Office; handouts "Georgia's Tax Dollar–Breakdown of Georgia's Tax Dollar By Source," "Georgia's Tax Dollar," "Types of Taxes," "You and Your Taxes," "Georgia's Budget Dollar," "Teaching About Georgia's State Budget," and "Steps in Georgia's Budgetary Process."

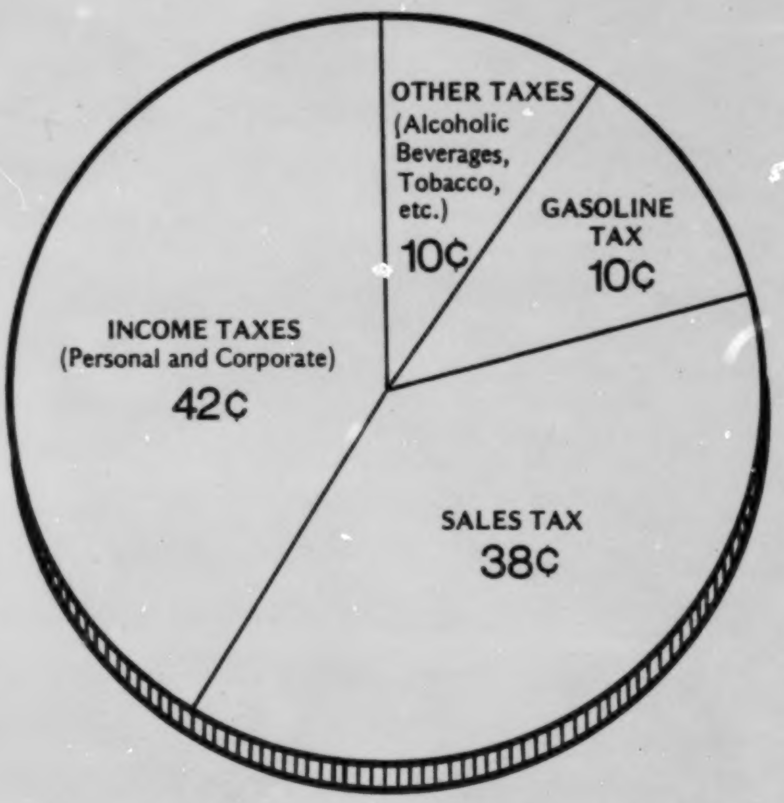
PROCEDURES:

1. Display the handouts dealing with sources of Georgia revenue. Discuss how all citizens are affected by these methods of obtaining revenue. Encourage the students to estimate how much money they or their families contribute to the state's revenue in a day or week.
2. Display the handout dealing with expenditures of state revenue. Use the *Budget in Brief* to list a few programs or jobs funded under each category displayed on the graph. Discuss how this spending affects all citizens, including the students. Refer to some of the posters made in Lesson 4 to show that state government spending meets some of the private and public economic wants the students had listed earlier.
3. Display the chart showing the process in which a Georgia budget is formulated and passed. Read through the chart and answer any questions. The handout "Teaching About Georgia's State Budget" provides additional information.
4. Have each student write a short essay on how state spending and taxing affects his or her life. The handout "You and Your Taxes" can be completed by the students.

NOTE: Steps in Passing a Georgia Budget

1. State agencies provide the Governor's office with their requests for funding.
2. The Governor's Office of Planning and Budget evaluates the requests, sets priorities and makes decisions about the final budget.
3. The budget is introduced in the House as a bill.
4. The House and Senate Appropriations Committees hold joint budget hearings, with spokespersons from each agency allowed to testify as to their budget request.
5. The House approves an appropriation bill.
6. The Senate approves an appropriation bill, usually different.
7. A conference committee is appointed to compromise on the differences, then both the House and Senate approve the compromise version.
8. The Governor signs the bill into law.

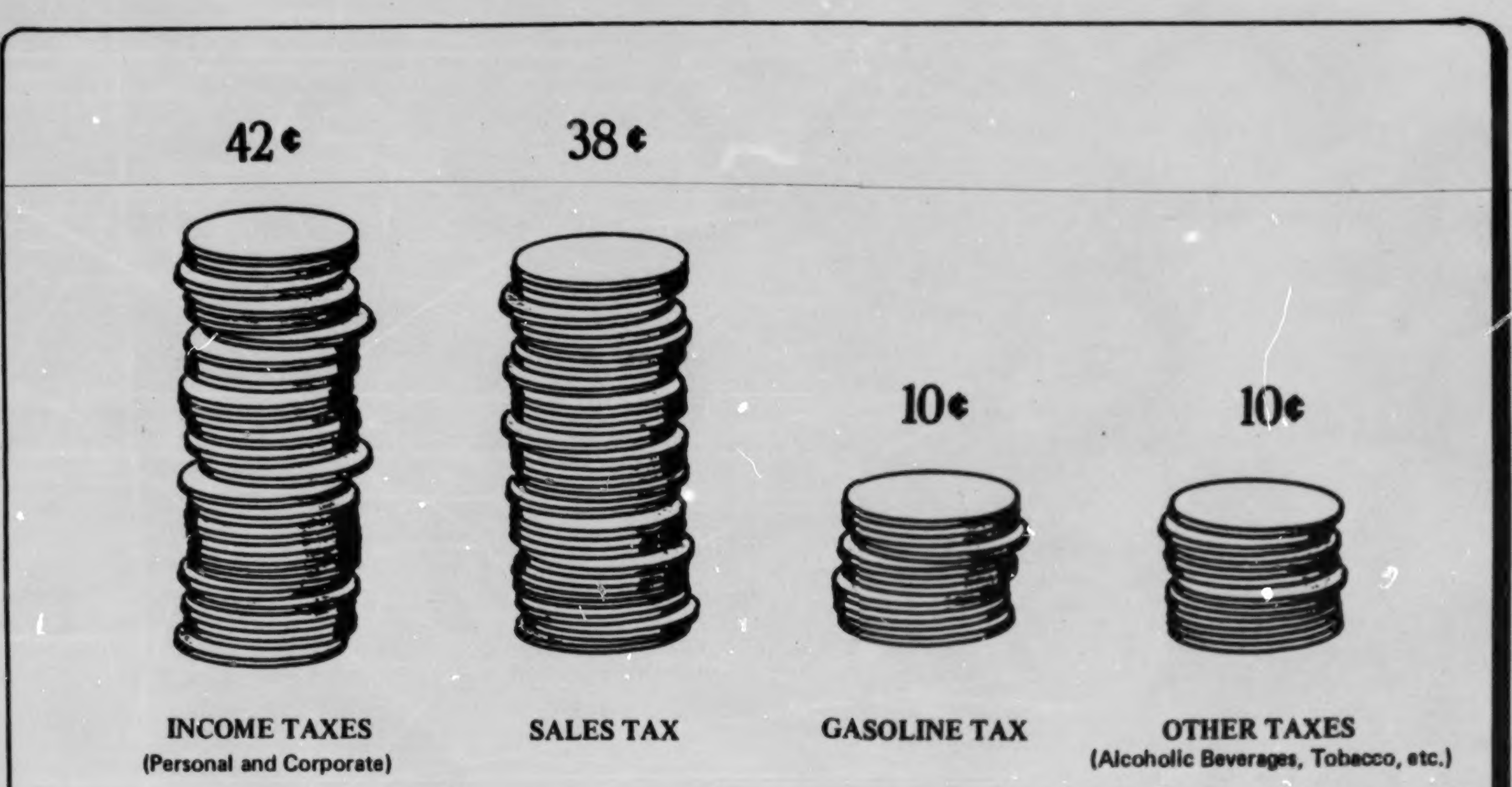
Georgia's Tax "Dollar"



BREAKDOWN OF GEORGIA'S TAX DOLLAR BY SOURCE

SOURCE: Georgia Department of Revenue FY 1980 Annual Report

Georgia's Tax Dollar



SOURCE: Georgia Department of Revenue FY 1980 Annual Report

BREAKDOWN OF GEORGIA'S TAX DOLLAR BY SOURCE

YOU AND YOUR TAXES

You have exactly $5.27, and want to purchase a new record album that sells for $4.99. If the record store is located in Fulton County, will you have enough money to buy the record (including the tax)? ____________

You only have a dime, and see a piece of candy that sells for 10 cents. Including the tax, will you have enough money for the candy? ____________

You get your first full-time job working in a hamburger shop. Which of the following taxes will be taken out of your salary?

____ Federal income tax
____ Federal Social Security tax
____ State property tax
____ State income tax
____ State sales tax

Your parents' home is valued at $60,000. For tax purposes, it will be assessed at 40% of its fair market value. Now, what is its value for tax purposes? ____________
Next, $2,000 is deducted from its value as a homestead exemption deduction. Now, what is the taxable value of the home? ____________. Fulton County's 1978 millage rate was 34.57. (A "mill" amounts to a $1.00 tax on each $1,000 of assessed value on the home.) What is the property tax owed on your $60,000 home? ____________

Your car's gas tank holds 22 gallons. With the state's 7½ cents/gallon motor fuel tax, how much state tax do you pay each time you completely fill the gas tank? ____________

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KEY
YOU AND YOUR TAXES

You have exactly $5.27, and want to purchase a new record album that sells for $4.99. If the record store is located in Fulton County, will you have enough money to buy the record (including the tax)? Yes

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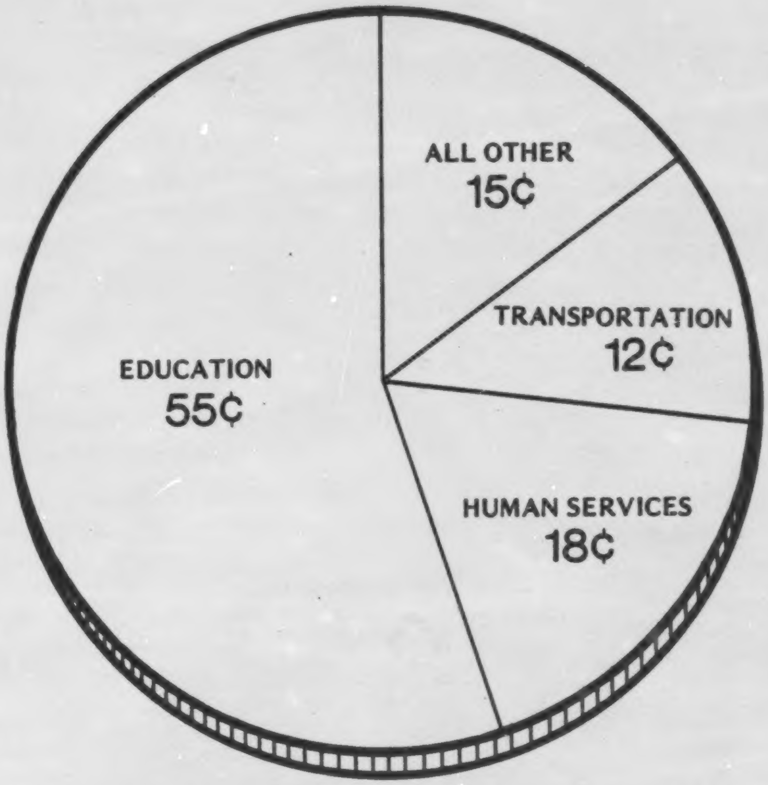
✓ Federal income tax
✓ Federal Social Security tax
____ State property tax
✓ State income tax
____ State sales tax

Your parents' home is valued at $60,000. For tax purposes, it will be assessed at 40% of its fair market value. Now, what is its value for tax purposes? $24,000 Next, $2,000 is deducted from its value as a homestead exemption deduction. Now, what is the taxable value of the home? $22,000. Fulton County's 1978 millage rate was 34.57. (A "mill" amounts to a $1.00 tax on each $1,000 of assessed value on the home.) What is the property tax owed on your $60,000 home? $760.54

Your car's gas tank holds 22 gallons. With the state's 7½ cents/gallon motor fuel tax, how much state tax do you pay each time you completely fill the gas tank? $1.65

Georgia's Budget Dollar



BREAKDOWN OF GEORGIA'S BUDGET DOLLAR BY EXPENDITURE

SOURCE: Amended FY 1980 Appropriation Act

TEACHING ABOUT

Georgia's State Budget

by Edwin L. Jackson

Traditionally, textbooks have emphasized the lawmaking function of the legislature as the principal task of that body, and school children recite the typical prescription of our governmental trilogy: "the legislature makes the law, the executive carries out the law, and the judiciary interprets the law."

Unfortunately, this depiction only partially contributes to an understanding of the way government actually operates—particularly the legislative branch. To be sure, each year hundreds of laws are enacted by the General Assembly. However, unquestionably one of the most important functions it serves is to annually consider each state agency's requests for funds for the next fiscal year; to consider the governor's funding priorities; to consider the past record of agency performance; and, given the estimate of state revenue, to allot this money among agencies and programs.

Thus, a law may be passed allowing the establishment of a statewide kindergarten program; but it is the appropriation—or budget—process that decides if and when the program becomes a reality and to what degree it will be maintained. Although there are some types of legislation—such as allowing right turn on red—which do not require funding, quite simply, the major programs and laws of our state government require money. Thus, the most "political" event of each session of the General Assembly is the budgetary process.

Because the budget is such a crucial item, it is important that Georgia's students understand the steps that go into deciding how state funds are to be spent each year.

Making a Budget

The budget process has two steps: (1) preparing the budget, and (2) official enactment of the budget. In many states, the first function is performed by the governor and his budgetary staff and may begin over a year before the agency receives its money. Typically, the governor's budget office requests from each agency a variety of information—such as current positions and pay grades within the agency, new positions and equipment needed, new programs being sought by that agency for funding, etc. Invariably, agencies show a strong and legitimate case for increased funding. However, the state cannot fund all of these requests since the Constitution prohibits the appropriation of more money than is anticipated to be received as revenue during a year. Therefore, the governor's budget staff reviews each agency's request in light of the limited funds that will be available, generally recommending that reductions be made. Finally, the governor recommends additional programs and a comprehensive budget is prepared and submitted in the form of a proposed appropriation bill for the legislature to consider.

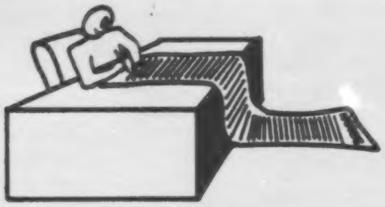
In Georgia, and in many other states, the governor's proposed state budget is given to a legislator—such as the governor's administration floor leader—in the House of Representatives and introduced as a bill. (All appropriate bills must be introduced in the House.) The legislature, however, is not bound to accept any or all of the governor's recommended budget, and, in fact, will have its own budget staff (Legislative Budget Analyst) prepares an alternative budget called a *continuation budget*. A continuation budget essentially shows what it will take next year—given the impact of inflation, reduced federal support for certain state programs, and other such variables—to continue existing programs at existing levels. The continuation budget includes no new programs and, generally, no changes in personnel. The House and Senate Appropriations Committees then hold joint budget hearings, with representatives from each state agency testifying as to their budget request. At this time, an agency may appeal any cuts the governor made in his recommended budget.

Finally, the House will approve—typically toward the end of a session—a budget appropriation bill, with the bill then sent to the Senate, which usually makes additional changes. If the version that passes the Senate now differs from the version that passed the House—and invariably it does—it goes back to the House. Ultimately, a conference committee will be appointed to compromise on the budget differences between the two houses. The two houses will approve the compromise version shortly before the legislative session ends.

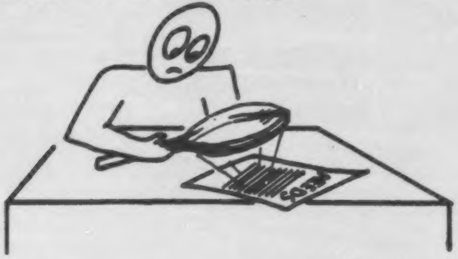
From *Teaching Georgia Government*, December 1979. Reprinted with permission.

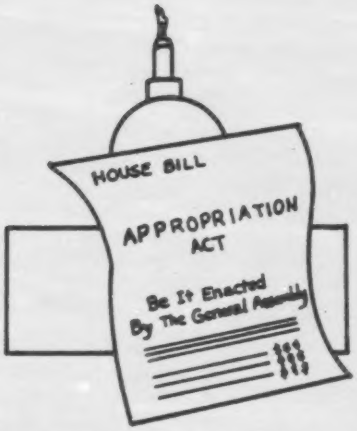
Steps In Georgia's Budgetary Process

❶ State agencies provide the Governor's office with their requests for funding.

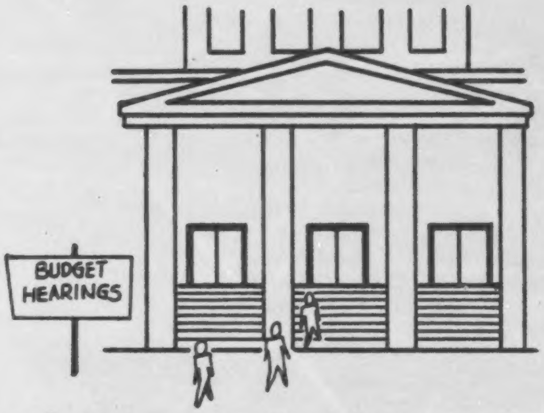


❷ The Governor's Office of Planning and Budget evaluates the requests, sets priorities, and makes decisions about the final budget

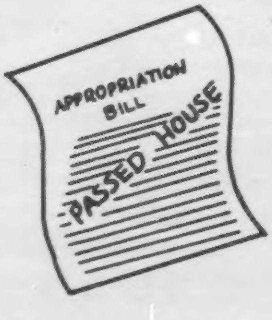



HOUSE BILL
APPROPRIATION ACT
Be It Enacted By The General Assembly

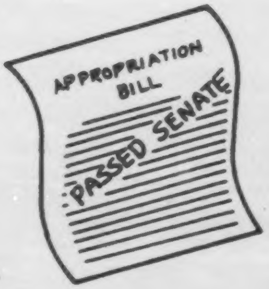
❸ The budget is introduced in the House as a bill.


BUDGET HEARINGS

❹ The House and Senate Appropriations Committees hold joint budget hearings, with representatives from each agency allowed to testify as to their budget request.


APPROPRIATION BILL
PASSED HOUSE

❺ The House approves an appropriation bill.


APPROPRIATION BILL
PASSED SENATE

❻ The Senate approves an appropriation bill, but usually with changes.

❼ A conference committee is appointed to compromise on the differences. Then both House and Senate must approve the compromise version.

❽ The Governor signs the bill into law.

LESSON 7

LESSON TOPIC: Classroom Visit by a State Legislator

GRADE LEVEL: 7

CONCEPTS: Budget process

TERMS: Legislator, bill, appropriations

OBJECTIVES: Students will be able to:

1. Prepare questions to ask the legislator.
2. Write a letter of appreciation to the legislator.
3. Discuss the information presented by the legislator.

MATERIALS: I.C.E. *Community Resource Directory*.

PROCEDURES:

1. The teacher will invite a state legislator to visit the classroom and speak on the budget process and the methods legislators use to make the difficult decisions made during passing an appropriations bill. The *Community Resource Directory* can be used to identify an appropriate speaker.
2. Prior to the visit, each student will be asked to prepare a question they would like to ask the legislator.
3. After the visit, have students write a letter of appreciation to the legislator for his visit to the class. The students should also discuss the information presented by the legislator.

LESSON 8

LESSON TOPIC: Budget Simulation

GRADE LEVEL: 7

CONCEPTS: Budget

TERMS: Office of Planning and Budget, agencies, appropriations committee

OBJECTIVES: Students will be able to:

1. Participate in a budget simulation.
2. Discuss the process of developing a budget.
3. List the steps in formulating and adopting a state budget.

MATERIALS: A copy of *Georgia Budget in Brief;* teacher-made forms which will be based on those used by the Office of Planning and Budget.

PROCEDURES:

DAY 1

The class is divided into small groups which will act as certain selected state agencies. Each group will draw 5 items which will serve as funding requests from the subdivisions of those agencies. The students will choose 4 of the items to be included in the budget request, and fill in a teacher-made form which is based upon those used by the Office of Planning and Budget. (The data for this activity is obtained in *Georgia Budget in Brief.* The teacher should select agencies in which the students will have an interest, and funding requests which the student could easily understand and justify, based upon their experiences. Some suggested agencies include Department of Education, Department of Natural Resources, Department of Public Safety, etc. Some suggested funding increases include pay raises, increases in personnel, purchase of new equipment, etc.

DAY 2-3

The small groups will receive copies of each agency's funding request and estimates of the next year's revenue (which the teacher will set so that it will be less than the total monies requested by the various agencies). The small groups will act as the Office of Planning and Budget, evaluating the funding requests in light of projected state revenues, setting priorities, making changes, and preparing a final budget.

DAY 4-5

The class will assume the role of the House and Senate Appropriations Committees holding joint budget hearings. One member of each "agency" will act as a spokesperson to plead their case before the Committee.

DAY 6

The class will break into small groups to prepare the House or Senate Appropriations Bill.

DAY 7

The class will meet together to compare budgets. In all probability none of the budgets will be exactly the same. The teacher will review with the class what would have happened to a real Appropriations Bill from there on. The teacher will then lead the class in a "debriefing" session—talking about what they did, the decision-making processes they used, the trade-offs or compromises they made, etc.

EVALUATION: Each student will list, in order, the steps in formulating and adopting a state budget. After the list, the student will write one or more paragraphs explaining what he/she has learned or gained from the simulation.

EDUCATION

To provide education for all Georgia citizens, from kindergarten through adult education

$791,000,000	$888,600,000

Students figure this (8% inflation) total new programs

$42,000,000	7.5% pay increase for all professional personnel
$ 3,000,000	expand Kindergarten to 50%
$ 8,000,000	train and employ teacher aides
$ 60,000	repair heater at GA School of the Deaf

Students fill in this with the 4 new/improvement programs they choose.

600

OFFICE OF PLANNING & BUDGET WORKSHEET

DEPARTMENT	FY 1979	FY 1980		
		CONTIN.	N/I	APPRO.
1				
2				
3				
4				
5				
6				
TOTALS				

ESTIMATED REVENUES 1980 ____________________

LESSON 9

LESSON TOPIC: State Capitol

GRADE LEVEL: 7

CONCEPTS: Capitol

OBJECTIVES: Students will able to:

1. Participate in a field trip experience to the state capitol.
2. Discuss what one has learned about the capitol and state government.

MATERIALS: I.C.E. *Elementary Handbook* section "Taking a Class Field Trip to Georgia's State Capitol."

PROCEDURES: The class will take a field trip to the state capitol. Arrangements can be made through:

Georgia Building Authority–Capitol Tour
Information Booth
State Capitol
Atlanta, Georgia 30034
(404)656-2844

IMPROVING CITIZENSHIP EDUCATION
GLOSSARY OF TERMS

ARREST

When a police officer takes control of a person who disobeyed a law.

Example: The police arrested two boys for breaking windows in the school

BILL

A proposed new law.

Example: The state legislature is studying a bill to raise the drinking age.

BUDGET

A plan for spending what money you have, or expect to have.

Example: According to our family budget, we will not have enough money this year to buy a new car.

CAMPAIGN

A group of activities done to get the support of others to do or get something.

Example: The third graders started a campaign to get ice cream for lunch more often.

CAPITAL

The city where laws and plans for a state or nation are made, and where government officials work.

Example: Atlanta is the capital of Georgia.

CAPITOL

The large building which is the main center of government.

Example: Georgia's capitol has a gold dome on top.

CITIZEN

A person who lives in a community and is considered a member of that community.

Example: Only a citizen of Georgia can vote in elections for state and local officials.

CITY

A large community, created by the state, and given certain powers to serve its citizens, such as providing water, garbage collection, traffic lights, and sidewalks. A city is smaller than a county in size.

Example: Atlanta is the largest city in Georgia.

CITY COUNCIL

The governing body of a city, usually made up of between three and twenty members, who are elected by the voters of the city. The city council makes the laws and rules for the city.

Example: The fourth grade class had a member of the city council come speak about their city.

COLONIES

Land settled by people and ruled by another country. There were thirteen colonies in America, which later became the United States.

Example: The thirteen American colonies became independent from England in 1776.

COMMIT

Do something.

Example: People who rob stores commit a crime.

COMMUNITY

The place where a group of people live and work together.

Example: People work together to make their community a better place to live.

CONGRESS

The legislative body for the United States which makes laws for the nation.

Example: Congress is composed of a House of Representatives and a Senate.

CONGRESSMAN

A person who is elected by the voters of his or her community to go to Washington, D. C. and help make the laws for the United States. Usually, the term "Congressman" is used to refer to a member of the U. S. House of Representatives, although it can also be used as a title for U. S. Senators.

Example: Congressmen must run for re-election every two years if they are in the House of Representatives, and every six years if they are in the Senate.

CONSTITUTION

The written document that contains the most important laws for a state or nation. Generally, the constitution divides the powers of government among the different branches of government, as well as listing the most important rights of the people.

Example: Because of the Constitution, there are many things that government can not do, such as taking away your freedom of religion.

CONTROL

To have power over something or someone else.

Example: When you ride a bike you have control over the direction you go.

COUNCILMAN

A person who is a member of the city council. This person is elected by the voters of the city to help make laws for the city.

Example: A councilman is concerned with what is best for the city.

COUNTRY

An area of land with its own people and government. Another name for "country" is "nation."

Example: The United States is a large country.

COUNTY

An area of the state, larger than a city, with its own government. Counties provides services to their residents, such as education and health care.

Example: Georgia is divided into 159 counties.

COUNTY COMMISSION

The governing body of a county, usually made of three or more members, known as "county commissioners."

Example: The county commission decides how county taxes will be spent to help the community.

COURT

The place where people go after they have been arrested to see if they are guilty or not of breaking the law. Court is also a place where two people who have a disagreement about something can go to settle the disagreement. A judge is in charge of the court.

Example: You can not be sent away to prison unless it can be proven in court that you broke a law.

CONSTITUENT

Any citizen who is represented by an elected official. All of the people who live in an elected official's district are termed the "constituency."

Example: Public officials get many complaints from their constituents about high taxes.

CONSUMER

Any person who uses or "consumes" a product or service.

Example: Most consumers are upset about the rising costs of gasoline.

CRIME

Any act that has been declared illegal by a legislative body, such as murder, robbery, theft, etc.

Example: The punishment for many crimes is to go to prison for a long time.

DECISION

The answer that is chosen after looking at the different possible answers or choices.

Example: It is a hard decision to pick your favorite flavor of ice cream.

DECLARATION OF INDEPENDENCE

An agreement that was signed by a group of American colonists in 1776 to make them free from England.

Example: The Declaration of Independence said that American colonies were free from England, but it was not until the Revolutionary War ended that America proved itself independent.

DEMOCRACY

Government where the people have free elections to have the last say in how they are ruled.

Example: America thinks of itself as one of the leading democracies in the world.

DEMOCRATIC PARTY

One of the two main political parties in the United States.

Example: Jimmy Carter is a member of the Democratic Party.

DEPENDENCE

Needing someone or something else.

Example: The students have a dependence on the teacher to tell them what to do.

ELECTED

Chosen by the votes of the people.

Example: Members of the Fulton County Commission are elected by the voters of the county.

ELECTORATE

All of the people who are able to vote.

Example: Georgia's electorate voted for George Busbee for Governor in 1978.

ENVIRONMENT

All of the things--both living and non-living--that are around you.

Example: Most people do not want to pollute their environment.

EXECUTIVE

The branch of government which carries out all the laws and programs of government.

Example: Most people who work for government work for the executive branch.

FEDERAL

The central government of the United States, sometimes also called the "national government." Our Federal Government is located in Washington, D. C.

Example: Our money is printed by the federal government.

FEDERALISM

A system of government where power is divided between a central or national government and between state governments. Under federalism, each level of government has certain powers and responsibilities.

Example: One reason why federalism was popular in America is that the states were created before a national government.

FOREIGN

Refers to any country other than your own.

Example: Although Mexico and Canada are neighbors of the United States, they are considered foreign countries.

FREEDOM

Power to do as you want without the government telling you what to do.

Example: Americans have the freedom to belong to the religion of their choice.

FUNDS

Money you have available.

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Example: We have finally saved enough funds to take our vacation.

GENERAL ASSEMBLY

The law-making body of the state of Georgia, also called the "Legislature."

Example: The General Assembly meets each year in January to pass new laws for Georgia.

GOODS

Things or products that we use.

Example: Factories produce many goods that we use everyday, such as soap and toothpaste.

GOVERNMENT

The people and groups who rule a city, county, state, or nation. Government is America is headed by officials elected by the voters.

Example: Our government pays for its services to people through taxes.

GOVERNOR

The chief leader of a state, elected by all of the voters of the state. The Governor is head of the executive branch of government.

Example: In 1982, Georgia voters will elect a new Governor for the state.

INCOME

Any money that is being received by a person or government.

Example: Most of Georgia state government's income comes from taxes.

INCOME TAX

A tax that must be paid to the state or national government based on your salary or other income that you receive. As your income goes up, so do your income taxes.

Example: The income tax has become one of the important sources of money for Georgia state government.

INDEPENDENCE

Being free from anybody else's control.

Example: The colonies won their independence from England.

INTERDEPENDENCE

The need that every person or nation has for resources, products, skills, or protection from other persons or nations.

Example: Cities grow up because of the interdependence of the people who live in a city.

JUDGE

A person who keeps order in a court and makes sure everyone in court is treated fairly. The judge is the most important official in the courtroom.

Example: A judge has to have many years of training in the law.

JUDICIAL

Referring to the branch of government that involves judges and courts.

Example: Deciding whether a person is innocent or guilty is a judicial function.

JURY

A group of citizens–usually twelve in number, though some juries have only six members–who listen and decide whether a person is innocent or guilty of a crime.

Example: Any person accused of a crime has a right to have a jury decide whether he is guilty or innocent.

LAW

Rules passed by government that apply to everyone.

Example: Several years ago, our legislature passed a law that you can not drive faster than 55 miles per hour on our highways.

LEGISLATOR

A person elected to help make laws.

Example: Legislators in Georgia are elected every two years.

LEGISLATURE

The law-making body for a state or nation.

Example: In every state except Nebraska, the legislature is divided into a House of Representatives and a Senate.

MAJORITY

More than half of any number.

Example: In most elections, a majority of the voters must vote for one person for that person to win the election.

MAYOR

The person elected to be in charge of a city government.

Example: In most cities, the mayor is the leader of the city.

MUNICIPALITY

The official name for a city.

Example: Only the state legislature can create a municipality in Georgia.

NATION

A group of people living in the same country, all with the same rules and government, and usually with the same language.

Example: The United States is a large nation.

NATURAL RESOURCES

Materials that come from nature.

Example: Water, wood, and coal are some of our most important natural resources.

NEEDS

Those things tat you must have. Most important of these are your physical needs, such as food, air, and water.

Example: It is not always easy to decide which are things we need and things we just want.

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OFFICIAL

A person who is in charge of a public duty.

Example: The Governor is an important official in our state government.

POLITICAL PARTY

A group of people who share some ideas about what government should be doing, and who help some of their members get elected to government office.

Example: The Democratic Party and the Republican Party are the two main political parties in the United States.

PRESIDENT

The person elected to be in charge of our national government; The President is head of the executive branch of government.

Example: Voters of the United States elect a President every four years.

PROPERTY TAX

A tax based on the value of property you own, such as a house or car.

Example: The property tax is the most important source of money for local governments in Georgia.

PROTECT

To guard against danger.

Example: Laws are made to protect all the citizens of a community.

PUBLIC

Referring to matters that affect all the people.

Example: A city park is a good example of public property.

REGULATE

To control people by a law or rule.

Example: Our laws regulate who can be a teacher in the public schools.

REPRESENT

To act on behalf of someone else.

Example: We try to elect someone to represent our views in government.

REPUBLICAN PARTY

One of the two main political parties in the United States.

Example: The symbol of the Republican Party is an elephant.

RESIDENT

A person living in a place. A resident of a city, county, state, or nation is usually also a citizen of that government, but not always.

Example: Jean is a new resident of Fulton County.

RESOURCE

Anything that is needed to do or make things.

Example: Land is an important resource for farmers.

REVENUE

Money that is coming in to a person or government.

Example: The main source of revenue for government is taxes.

RULES

Guides for how you are supposed to act. Those rules set by government legislative bodies are called "laws."

Example: Almost every organization establishes some type of rules to help things run better.

SALES TAX

A tax based on the cost of what you buy.

Example: The sales tax rate in Georgia is three cents tax on each dollar of cost for anything you buy, plus an additional one cent tax on each dollar in Fulton and DeKalb Counties to help pay for MARTA.

SERVICES

Things that are done to help others.

Example: Cleaning up the classroom is a service to your teacher.

STATE

One of the fifty parts of the United States. Each state has its own government, which makes the laws for the citizens of that state, except where the national government has made a law affecting the people in all states.

Example: Georgia is one of the 13 original states which formed the United States of America.

TAX

Money people must pay to their city, county, state, and nation. Taxes pay for teachers, firemen, police, highways, parks, and other community services.

Example: Every person who buys anything is a tax payer.

TRADE

Buying or selling goods and products, or exchanging goods.

Example: We trade with South America, buying coffee and selling food.

TRIAL

The judging of a person in court by a group of citizens to see if the person did something wrong.

Example: The woman was on trial for robbing a bank.

VANDALISM

The intentional damage to property.

Example: Vandalism to city parks has forced the city to close the parks.

VOLUNTEER

A person who offers to do something or help the community with being forced to or paid.

Example: Volunteers from the community cleaned up the city park.

VOTE

To make a choice between two or more people, or on other matters, with each person able to vote giving his or her choice.

Example: The teacher decided to allow the class to vote on what its class project would be.

WHITE HOUSE

The office and home of the President of the United States.

Example: The White House is one of the most beautiful buildings in Washington, D. C.

IMPROVING CITIZENSHIP EDUCATION PROJECT SLIDES FOR THE STUDY OF NATIONAL, STATE, AND LOCAL GOVERNMENT SERVICES

1. Delivery of Mail–example of a federal service to citizens.
2. U. S. Army Tank–defense of the United States is another service provided by the national government.
3. Highway Resurfacing–one example of a service provided by state government for the benefit of citizens.
4. School Classroom–an example of a service funded primarily by state government but operated by local boards of education.
5. Courtroom–another example of a service funded in part by state government but operated on a local basis, subject to rules established at the state level.
6. Stone Mountain–one example of parks and recreation services provided by state government. Unlike recreation parks–such as Six Flags and Walt Disney World–which are owned by private businesses and operated for a profit, Stone Mountain is operated as a non-profit public facility.
7. Registering to Vote–one of the most important functions provided by counties is operation of the election system, including registering voters.
8. Planning–planning for the needs of Fulton County citizens is another important service, including water, highways, recreation, and other needs.
9. Court Clerks–keeping records of marriages, divorces, births, land sales, and other important events is another service of county government.
10. School Classroom–most counties in Georgia have the very important function of providing for local school systems (funded in part by the state). Within Fulton County, the Fulton County School System serves the educational needs of all students, except those who live within the city limits of Atlanta, which has its own city school system.
11. Parks–counties also provide parks and recreational facilities for residents of the county.
12. Police–all counties have a county sheriff, who is responsible for law enforcement in smaller counties. In larger counties, the sheriff may be primarily responsible for serving legal papers to citizens, working with the courts, and operating the jail, while a separate county police department may have responsibility for county law enforcement.
13. Garbage Truck–cities have many functions, including garbage and solid waste collection.
14. Zoo–larger cities in the state may provide a zoo for citizens to enjoy. Often, the zoo must also depend upon private donations and admission charges because of the costs of feeding and maintaining the animals.
15. Ballfield–like counties, cities provide parks and recreational facilities, including softball programs for young people.
16. Police–cities provide law enforcement services to citizens, as well as programs such as bike clinics.
17. Firetrucks–fire protection, like law enforcement, is one of the most important services that a city can provide its citizens.
18. Airport–larger cities in the state usually provide ariports for commercial and private aircraft. Here is shown the former Atlanta Airport terminal, which has now been replaced by the largest airport in the world.
19. Atlanta Stadium–sometimes, cities and counties cooperate to provide services that neither alone could provide. The Atlanta-Fulton County Stadium is a good example of such a joint service.
20. MARTA Rail Car–the MARTA system, including the new rapid rail cars, is another service provided jointly for the city and county.

TEACHER'S GUIDE TO
STATE v. EUGENE COLSTER

"The effectiveness of a democracy depends on the education of its citizens and their willingness to assume responsibility and risk in planning, problem solving, and producing results in pursuit of the good life. . . (I)ntimate acquaintance with our system of justice builds interest in it, loyalty to it, understanding of it, and willingness to live by and protect it."

John D. Russell, article in American Bar Association Journal, July 1979.

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State v. Eugene Colster: Georgia's Judicial Process in Action

State v. Eugene Colster: Georgia's Judicial Process in Action is a video tape cassette of a recreated jury trial involving shoplifting. It was filmed in the State Court of Fulton County and was developed specifically to show elements of criminal trial procedure in as realistic detail as possible. Occasionally, the lawyers and the judge provide more graphic explanations of legal terminology and procedures than one might normally expect. Also, technical limitations made it necessary for characters occasionally to speak louder or stand in a certain area in order to be heard.* However, judicial experts have scrutinized all of the scenes to ensure not only that they are legally accurate, but also that they are representative of a typical case.

This teacher's guide is meant to help the teacher prepare for using the court case in class. The following instructional materials accompany the film: an outline of the case, a diagram of the courtroom, content, analytical and discussion questions, outside activities, a chart of Georgia's court structure, and a glossary of legal terms. This information is included in order to facilitate and enhance coursework in law education.

It is important that student viewers realize that decisions made in a court of law, far from being mystical determinations, resemble everday choices which we all make based on factual circumstances and moral beliefs and attitudes. Those who participate in this decision-making process–the judge and jury–decide what in truth happened and then apply the law itself to the situation which occurred. In this case viewers are encouraged to role-play jurors sitting on the trial and arrive at a verdict on Eugene Colster.

One unique aspect of this documentary is that some of those involved with the actual case on which this recreated trial is based agreed to play the characters in the video tape.* This documentary was made possible by Fulton County School System's "Improving Citizenship Education Project," a Title IV-C project funded by the Georgia Department of Education.

Though the idea for video taping a court case was initiated by the Institute of Government and Fulton County Schools, it would not have been possible without the enthusiastic support from Judge Dorothy Beasley, who was also instrumental in acquiring many of the volunteer "stars" appearing in the filmed trial. The Institute of Government also appreciates the contributions of the University of Georgia education station, WGTV, Channel 8, for filming and preparing the edited versions. Other volunteers contributing invaluable assistance were Atlanta attorneys Clara Axam and Connie Wood, who served as legal advisers.

Outline of Trial

Opening: Judge makes introductions and reads the charge (what the state is accusing the defendant Eugene Colster of doing wrong–shoplifting on May 28, 1978).

Voir Dire: interview and questioning of prospective jurors from panel of 12 to determine their ability to render a fair and impartial decision.

One member of the panel is "stricken for cause" because she shops at the grocery story involved and knows the manager quite well. She is replaced, as the parties are entitled to a full panel of 12 from which each side may strike 3 to end up with a jury of 6 members.

Both lawyers question other members of the jury panel prior to making the 3 peremptory challenges each. Jury is selected and seated. (Felony trials have 12 jurors, whereas misdemeanor trials in state court, such as this one, have 6).

Opening Statements: Each side informs the jury what is to be proved and/or evidence to be presented concerning the allegations.

Prosecution begins: Direct examination and testimony of two prosecution witnesses

1. Meat department maner (John Thompson) testifies that he saw defendant pick up handful of assorted steaks and roasts, put them into a bag, and proceed quickly up the aisle. Thompson calls out "stop" and pursues defendant who discards (or lays aside) bag and continues to move up the aisle.

   Cross-examination by defense attorney

2. Store manager (Dorothea Jackson) testifies that she was alerted by meat department manager to the effect that something was amiss. She observed defendant proceed

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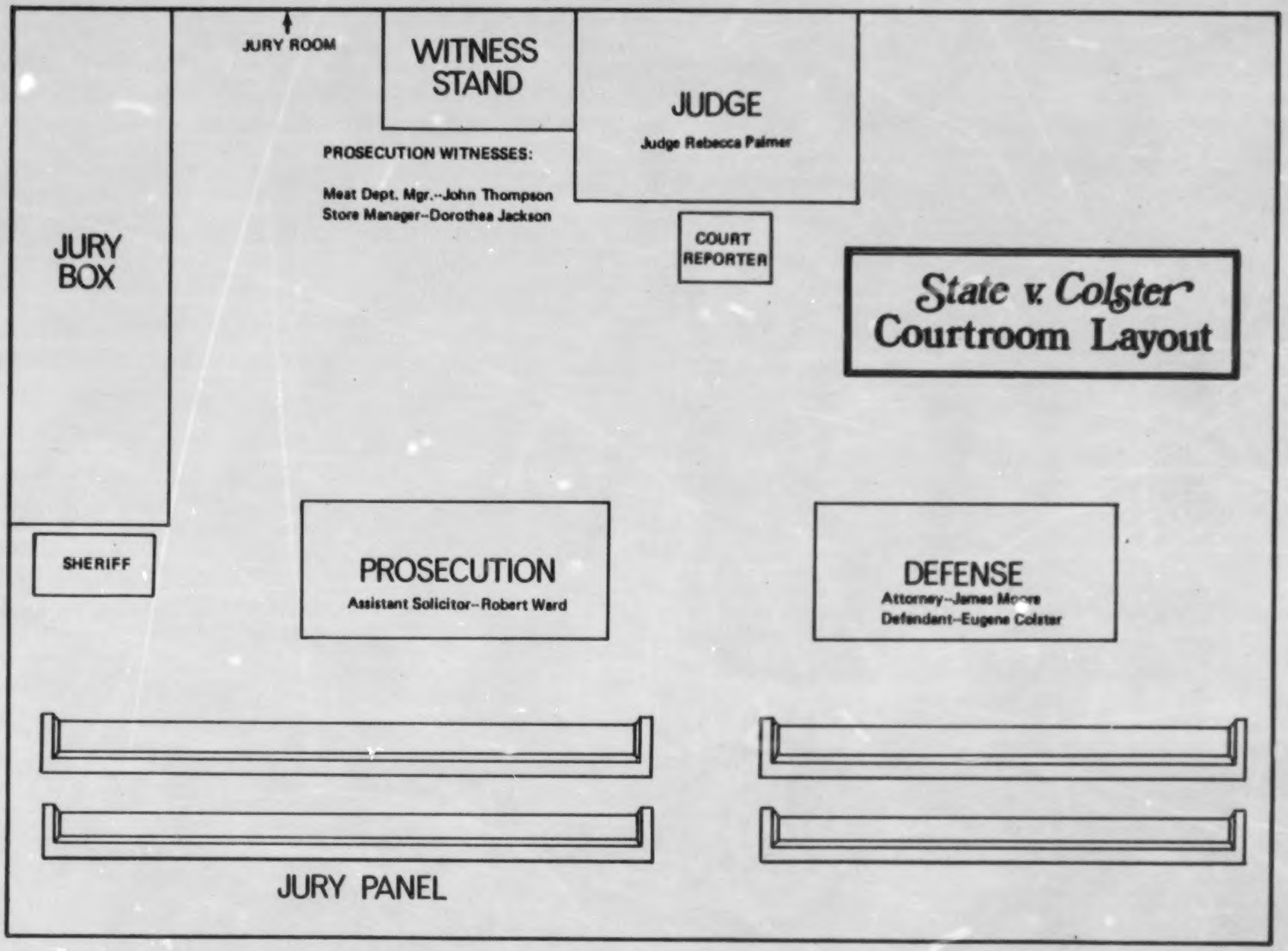
*For example, one scene has both lawyers approach the bench to discuss with the judge the admission of certain testimony. Normally, such a discussion would not be loud enough to be heard by the jury. However, it was felt to be of greater educational value for the viewers to be privy to the conversation, so the character spoke more loudly.

*Of course the defendant, among others, has been recast and all the names in the actual case have been changed.


JURY ROOM
WITNESS STAND
JUDGE
Judge Rebecca Palmer
PROSECUTION WITNESSES:
Meat Dept. Mgr.--John Thompson
Store Manager--Dorothea Jackson
COURT REPORTER
JURY BOX
State v. Colster
Courtroom Layout
SHERIFF
PROSECUTION
Assistant Solicitor--Robert Ward
DEFENSE
Attorney--James Moore
Defendant--Eugene Colster
JURY PANEL

rapidly up one aisle pursued by Mr. Thompson. The meats are recovered, their value is determined, and the accused is detained for police. Ms. Jackson points out Colster in the courtroom as being the one who took the meats.

Cross-examination by defense attorney

Prosecution rests (with right to recall witnesses or present other evidence in rebuttal).

Defense begins: Defendant himself takes the stand for direct examination.

1. Defendant testifies that he did not have a car and was going to have to walk home on that hot day carrying the meats–he brought his own "freezer bag" to keep the meat from spoiling because the store did not always keep such bags available. He was fully intending to pay for the meat, and set it down momentarily on a shelf while he stopped for some condiments.

   He also brings up new information about an alleged girlfriend who had been dated by both the meat department manager and himself. He alleges ill feelings existed between the meat manager and himself as a result (prosecution objects, and both lawyers approach the bench to discuss the admissability of testimony about Roxie LeRue).

   Cross examination by Prosecution

Defense moves to call Thompson as "hostile witness" (one who has an interest contrary to that of the party calling for his testimony).

Questions Thompson about alleged girlfriend.

Cross-examination by prosecution–Thompson denies knowledge of defendant's dating LeRue.

Defense rests: State chooses to present no rebuttal. Judge specified time for closing arguments.

Closing arguments: limited to about 2 minutes each (would be long in actual case) involving issues of credibility and intent. These are the primary matters in DISPUTE in this particular case.

Prosecution–argues that each of the elements of crime have been proved beyond a reasonable doubt.

Defense–argues that doubt exists which undermine proof of the elements.

Prosecution–rebuttal.

Instructions to jury: Judge gives those principles of law which the jury must apply in its deliberations on the case.

Jury exists to jury room for deliberation

(In the meantime, the judge discusses significant points about sentencing in such a case should the defendant be found guilty)

Jury returns a verdict–film ends as sheriff is about to finish reading whether the jury found the defendant guilty or not guilty (innocent).

FACTUAL CONTENT QUESTIONS

PART I

1. What is meant by the term "shoplifting?"
2. What was defendant Colster accused of doing at the Savemore Food Store which resulted in his being tried for shoplifting?
3. What went on during the *voir dire* part of the trial?
4. If Mr. Moore represents the defendant Eugene Colster, who does the prosecutor represent?
5. Why was one lady "stricken for cause" and excused from serving as a juror on this case?
6. As a juror what should your position be about the defendant's guilt or innocence on the shoplifting charge up until the presentation of all trial evidence, the Court's charge, and your deliberation with fellow jurors?
7. Who were the two witnesses for the prosecution? List two reasons why it was necessary for them to testify in court? Summarize what each said. Did they agree on all that the defendant did? If they did not agree, what caused the differences?
8. What were the purposes of defense counsel's cross-examining the meat market manager and store manager?
9. Why are many remarks by the lawyers and witnesses addressed to the jury? How many jurors sit on a State Court case?
10. If the jury decides guilt or innocence, what functions does the judge serve?

PART II

11. How did Colster's explanation of what he was doing in the store differ from that given by the prosecution's witnesses?
12. What is the purpose of the defense attorney's "objecting" to something asked by the prosecutor?
13. Why were the lawyers asked to "approach the bench?" NOTE: Because the producers wanted the viewers to hear the dialogue between judge and counselors, the conversation is carried on at a normal speech volume. In an actual case the jury would not be permitted to hear such discussion for fear that it would unfairly prejudice them.
14. The two attorneys constantly seem to argue with one another's positions. What are some reasons for this type of conduct? (As, for example, their debate over whether witnesses were qualified to distinguish between "briskly walking" and running).
15. Who is Roxie LaRue, and what does she have to do with this case? Is it "relevant?" Why are "irrelevant facts kept out of the presentation of evidence to the jury?
16. What elements of the crime does the prosecution have to prove for Colster to be found guilty of shoplifting? What degree of "proof" is necessary for the jury to find a guilty verdict?
17. Summarize some major points the judge made in her instructions to the jury after closing arguments. Why was such information necessary or important?
18. What is a "hostile witness," and why did the defense want the Court to declare Mr. Thompson as one before he took the witness stand again?
19. What does the court reporter do? Why is this work important?
20. What does the clerk of the court do? Why is this work important?

ANSWERS TO FACTUAL CONTENT QUESTIONS

PART I

1. Shoplifting is a crime which occurs when a person takes an item from a store's inventory or display with the intention of not paying for it.*
2. Taking some roasts and meat from the display case and concealing them in a plastic bag under his jacket with the intent to not pay for them.
3. Prospective jurors are questioned by the parties whose case they will try, to determine their fairness and impartiality regarding the case. One juror was excused because she was biased in favor of the State, due to her ties to the victim store. Others were eliminated by peremptory strikes by the prosecution and defense counsels. The final six became the jury panel. Peremptory strikes are eliminations made by each party for which they need give no reason.
4. The State of Georgia, that is, society or the community.
5. She had often shopped at Savemore and knew the meat department manager–she probably could not remain impartial during the trial.
6. The defendant is presumed to be innocent until proven guilty beyond a reasonable doubt by the evidence. This idea is basic to the Constitutional protection of the rights of the accused and the American system of justice.
7. Mr. Thompson–meat department manager.
   Mrs. Dorothea Jackson–store manager

   Two reasons why they had to testify were that they had to tell the court that a "wrong" had been committed within the court's jurisdiction of Fulton County (venue), and they had to identify in court the person who had committed that "wrong."

   Thompson saw Colster take meat from the display counter, put it in a plastic bag, and conceal it under his jacket.

   Mrs. Jackson saw him "running" up the aisle with the bag pursued by Thompson.

   No, Thompson and Jackson did not agree on everything that Colster did. They viewed the incident from different vantage points; they remembered details differently; they may have had different motives or different feeings about testifying.
8. The defense counsel was trying to discredit their testimony and point out inconsistencies for the jury. Thre is direct evidence that the defendant had the meat in his possession becuase it was seen in his possession. There is only circumstantial evidence as to what his intention was.* It is not a crime to walk in the store with meat in hand, if there is no intention to steal.
9. The jury will decide the factual issues and apply the law. In the State Court of Fulton County there are six jurors who sit on a case.
10. The judge acts in part as an umpire during the trial to ensure that rules of evidence and procedure are followed. This ensures that the jury will decide the case fairly on the facts and that "justice" will be done. The judge also manages the trial to be sure that it complies with the laws of Georgia and with the Constitution of the State of Georgia and of the United States. He also instructs the jury what principles of law govern the case and must be applied in the jury's deliberations.

PART II

11. Colster claimed he fully intended to pay for the meat and that he was just putting it in the bag to protect his hands and keep the meat from spoiling on the long walk home.
12. An "objection" is a claim that the other side is not following the rules properly–as when the defense objects to the prosecution's use of "hearsay evidence." Hearsay evidence is generally excluded because it is unreliable as a basis for finding truth.
13. Sometimes the judge needs to give or receive information from the lawyers *without the jury's hearing what is said.* In this instance, Judge Palmer needed the defense consel to explain what connection "Roxie LeRue" had to this case before ruling on the introduction of evidence about her. If the jury heard the explanation and the court found she had no connection, it would be difficult for the jurors to erase from their mind what they heard about her.

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*Ga. Code Sec. 26-1802.1 provides: "A person commits the crime of theft by shoplifting when he, with the intent of appropraiteing merchandise to his own use without paying for the same or to deprive the owner of possession thereof or of the value thereof, in whole or in part, does any of the following: (see attached)

*Nobody can see what is in another person's mind. Of course, a person can *state* his intention and that would be direct evidence of it.

14. The two attorneys are participating in what is called the adversary process. Under the American system of law this type of cross-examining, debating, objecting, etc. is viewed as the best way to get at the true facts of a dispute.

15. Roxie LeRue was the alleged girlfriend of Colster, who according to the defendant had been asked out by the meat department manager. The "fact" that both Colster and Thompson dated the same girl supposedly led to ill feelings between them. If Thompson felt ill will against Colster, this could prejudice him and undermine his credibility when he testified against Colster.

16. (a) A wrong was committed as specified under Georgia law (see answer to no. 1) and in the proper jurisdiction (Fulton County). (b) The defendant was the one who committed the wrong. (c) The defendant *intended* to commit the wrong. Each member of the jury must be convinced beyond a reasonable doubt that each element existed.

17. The judge outlined the principles of law regarding shoplifting and intent which the jury can apply to the facts as the jury finds the facts to be from the evidence in the case.

18. A "hostile witness" is someone who is not willing to cooperate with the side who has called him (or her). The defense wanted Thompson declared a "hostile witness" in order that it could take greater liberties in questioning him (i.e., asking leading questions).

19. The court reporter takes down an official record of what is said in a case. It is important that such a record exists in case the court wishes to review some testimony in a later proceeding or in case either side wishes later to appeal the case.

20. The clerk in the court is an attendant who is given some authority to help the judge conduct the trial. This person may escort jurors in and out, call out names, ask *voir dire* questions, administer oaths, collect and approve documents, etc.

§ 26-1802.1 Theft by shoplifting

(a) A person commits the crime of theft by shoplifting when he, with the intent of appropriating merchandise to his own use without paying for the same or to deprive the owner of possession thereof or of the value thereof, in whole or in part, does any of the following:

(1) conceals or takes possession of the goods or merchandise of any store or retail establishment; or

(2) alters the price tag or other price marking on goods or merchandise of any store or retail establishment; or

(3) transfers the goods or merchandise of any store or retail establishment from one container to another;

(4) interchanges the label or price tag from one item of merchandise with a label or price tag for another item of merchandise.

(b) (1) A person convicted of the crime of theft by shoplifting, as provided in subsection (a) above, when the property which was the subject of the theft is $100 or less in value, shall be punished as for a misdemeanor: Provided, however, that

(A) upon conviction of a second such offense, in addition to or in lieu of any imprisonment which might be imposed, the defendant shall be fined not less than $250 and such fine shall not be suspended or probated;

(B) upon conviction of a third such offense, in addition to or in lieu of any fine which might be imposed, the defendant shall be punished by imprisonment for not less than 30 days and such sentence of imprisonment shall not be suspended, probated, deferred or withheld;

(C) upon conviction of a fourth or subsequent such offense, the defendant shall be guilty of a felony and shall be punished by imprisonment for not less than one nor more than ten years and the first year of such sentence shall not be suspended, probated, deferred or withheld.

(2) A person convicted of the crime of theft by shoplifting, as provided in subsection (a) above, when the property which was the subject of the theft exceeds $100 in value, shall be guilty of a felony and shall be punished by imprisonment for not less than one nor more than 10 years.

(c) In all cases involving theft by shoplifting, the term "value" means the actual retail price of the property at the time and place of the offense. The unaltered price tag or other marking on property, or duly identified photographs thereof, shall be prima facie evidence of value and ownership of such property.

(d) The provisions of this Code section shall in no way affect the authority of a sentencing judge to provide for a sentence to be served on weekends or during the nonworking hours of the defendant as provided in Code section 27-2506, relative to punishment for misdemeanors.

(Acts 1978, pp. 2257, 2258, eff. July 1, 1978.)

Analytical Questions About the Trial

1. In the film what was the difference between "striking for cause" and exercising a "peremptory strike?"
2. Why was the defense counsel, James Moore, trying to get the prosecution witnesses to clarify such points as how fast the defendant was moving up the aisle and how he was carrying the meats?
3. Did you feel that the store manager might not be telling the whole truth? Why? How hard is it to describe what one sees (i.e., how fast Colster was "running").
4. Does it make a difference whether the defendant was apprehended inside or outside of the store? What about whether there was a cashier between him and the exit as he hurried up the aisle?
5. Were there other factual disputes that when answered would help us decide whether the defendant was *intending* to shoplift? What about the way he carried the meats?
6. Of what significance is the color of the freezer bags in the defendant's possession?
7. Why is it important that jurors restrict themselves to the facts presented in the trial? For example, what if you knew the defendant had stolen from a store three years before this incident?
8. Does a defendant have a choice of whether or not to have a jury trial? Why do you think Colster chose to be tried by a jury instead of a judge?
9. Which lawyer in the trial gave the better closing argument, and why?
10. Would it have helped if the jurors had been allowed to visit the scene? What problems could arise?
11. At one point in the meat manager's testimony the prosecutor asked him if that was his testimony—that the defendant was looking from side to side "suspiciously." This is a leading question (even though there was no objection) and would not be allowed if objected to. Yet, on cross-examination the defense counsel asks this witness a similar type of leading question. "You don't know whether (the defendant) knew you were talking to him when you hollared 'stop.' do you? Why would this leading question be allowable?
12. Why should the defense counsel have objected to the meat manager's testimony: "I heard there was $38.00 of meat in the bag?" Why does our court system *not* allow hearsay evidence?

Questions for further Discussion

1. What is a crime?
2. Do you have a resonable doubt as to the defendant's guilt in this trial? What points would you consider to be very important in deciding Colster's guilt or innocence?
3. What is a "resonable doubt?" Can people differ as to what makes up a reasonable doubt?
4. Why is it important to have certain rules governing the use of evidence in a trial?
5. Does a person need to be present at the scene to be a witness? What different types of witnesses are there?
6. Should the defendant have a right to remain silent? What are reasons a defendant may not testify? Should the prosecutor be allowed to call the jury's attention to and make a point of a defendant's silence?
7. If you were a lawyer, would you defend a person whom you knew was guilty? Why or why not?
8. What is a peer? Why does our legal system value a trial by one's peers?
9. If Colster were found guilty, what factors would you (as the judge) want to take into account when sentencing him?
10. What would have happened to Colster had he been unable to afford a lawyer? Would he still receive a fair trial? Why or why not?
11. Based on this video tape what sort of skills are important in order to be a good lawyer? What skills or abilities are necessary to be an effective and fair judge?
12. How does the State Court of Fulton County differ from the Superior Court?

ACTIVITIES

1. Conduct a simulation role-play of a court case. The teacher and class may even wish to stage a "crime" or an event between two parties which results in a law suit. Then, various roles can be assigned to members of the class: judge, defense counsel, defendant, prosecutor (or plaintiff and attorney), bailiff, jurors, witnesses, reporters, etc. The class may want to invite a lawyer or judge to attend some of the sessions as a legal resource. Or, the class may be able to visit a trial court in session. You should call ahead so that accommodations can be made and so that you are assured that an appropriate trial will be in progress.

2. What would you do if you were a witness to each of the following cases:
   a. You are in an expensive department store. You see a middle-aged, well-dressed woman slip several expensive pieces of jewelry into her shopping bag. Then she walks off toward the store exit. Do you tell the salesperson what you have just seen? Why or why not?
   b. You are in a clothing store. You notice that a friend has tried something on and has put back on his or her own clothes over the store's merchandise concealing it. Which of the following actions do you take? (a) Do nothing, (b) Tell a salesperson, (c) Try to persuade your friend to return the clothing, (d) Tell your parents, (e) Tell the parents of your friend, (f) Other action. Why?
   c. As you walk down the supermarket aisle, you notice a woman pushing a market basket with a crying baby inside. You see that they are wearing old worn clothes and appear to be thin and hungry. As you shop, you see the woman several times slipping canned food into a large purse she is carrying. What do you do and why?

3. One way to find out where people in your school and community stand on crime problems is by taking an opinion poll. A good opinion poll is made up of some carefully worded questions which force people to take a clear position on some issue. The class can make up their own questions on crime and make one long survey or divide up into smaller groups and choose specific topics. The first and hardest step is to come up with some interesting questions. Below are some samples.

   Do you favor or oppose the death penalty?

   Do you favor or oppose the registration of all firearms?

   Do you feel that marijuana should be made legal?

   Do you favor or oppose the national 55 mph speed limit?

   Do you favor or oppose treating juveniles who commit serious and violent crimes as adult offenders?

   Are you generally satisfied with the job police are doing in your community?

   Do you feel safe walking the streets in your neighborhood at night?

   How do you think the court system can be improved?

4. You might want to invite a law enforcement officer to visit the class to discuss his or her work and answer questions related to juvenile delinquency.

GLOSSARY OF LEGAL TERMS

Acquittal. In a criminal case, a finding that the defendant is not guilty.

Adversary System. A term for our system of justice in which the prosecuting attorney tries to establish the guilt of the defendant and the defense attorney tries to undermine the prosecution's proof and/or show the defendant's innocence.

Allegation. The statement of a party in a dispute setting out what he expects to prove to make out his side of the case.

Appellate Court of Appeals Court. A court which reviews cases appealed to it from trial courts to see if any legal error was made. It generally considers questions of law only. Questions of fact are considered by trial courts.

Arraignment. The procedure in which a person is brought to court and officially told of the charges against him or her. If the person pleads guilty, he or she is sentenced by the judge. If the plea is not guilty, then the case is set for trial and bail is set. An attorney may be appointed at this time if the defendant cannot afford one.

Arrest. Taking a person into custody on the basis of (a) an arrest warrant or (b) "probable cause" to believe that the person has committed a crime.

Bail. Generally, a sum of money set by a judge and paid to the court on behalf of the accused which is supposed to assure that the accused will return for trial. If the accused fails to return, he forfeits the money to the court. If the person does return, no money must be forfeited.

Booking. The formal listing by the police after the arrest of the name of a person and the crime of which that person is accused.

Civil Suit. A court action brought by an individual who feels that he or she has been deprived of rights or has received some personal injury for which that person should receive some compensation from the person, company, or agency which caused the injury or loss. A corporation or other business, as well as a government body, may also sue and be sued under civil law.

Common Law. The customs, legal traditions, and court decisions formed in England and later in America over several centuries. It provides the basis upon which the system of law in the U.S. is built.

Credibility. Referring to how trustworthy or reliable a witness' testimony is.

Crime. An act (or an omission) which is forbidden by law for which the law imposes some punishment.

Cross-examination. A procedure during a trial by which a witness is questioned by a lawyer for the oposing side.

Defendant. Ther person against whom an action is brought in a civil or criminal case.

Delinquent. A young person who breaks the law or is beyond the control of his or her parents.

Direct. Or direct examination, refers to the questioning of a witness by the side that called the witness to the stand originally. Redirect is a follow-up examination by the side originally calling the witness to the stand—always follows cross-examination.

District Attorney. The officer who represents the state in prosecuting criminal cases, generally felonies, at the superior court level. In some states, this person is called a prosecutor. He is elected and appoints his assistants.

Due Process. The principle that every party to a lawsuit, be it civil or criminal, is entitled to a fair trial. This means that both fair laws and fair procedures must be used to judge the dispute.

Equal Protection. The principle that a law should apply in the same way to all persons similarly situated, regardless of his color, sex, creed, economic cricumstances, and so on. It is a right guaranteed by the Constitution.

Exclusion of evidence. The judge any determine that certain evidence may not be presented to or considered by the jury. There are many reasons for this exclusion. It may be unreliable or too prejudicial or have nothing to do with the case.

Felony. A serious crime which is punishable by more than one year in jail or prison.

Fixed sentence. A prison sentence for a specific length of time.

Gag order. An order made by a judge which forbids publicity about a case. Usually, it forbids anyone involved in the case to speak about the case outside the courtroom. Its purpose is to assure a fair trial in which the jury will not be influenced.

Grand jury. A body of citizens who are sworn to inquire into crimes and other public offenses and to make indictments. Unlike a trial by jury, the hearings of the grand jury are secret.

Habeas corpus. A latin phrase meaning "you have the body." A writ of habeas corpus requires a person in custody be brought before a judge without delay, so that the judge can determine whether he is lawfully in custody. A person in custody may demand to be brought before a judge by filing a petition for a writ.

Hearsay. Evidence not based on the personal knowledge of the witness, but from the mere repetition of what he has heard someone else say. It is generally not allowed because the person who said it is not present to be examined about the truth of what he said.

Hostile witness. A witness who shows so much prejudice, or has such an adverse interest to that of the party who has called him, that the judge allows that party to cross-examine the witness (or treat him as though he had been called by the opposite side).

Hung jury. A jury which is unable to reach a unanimous decision or, if unanimity is not required, a majority decision. In such an instance, the case may be re-tried before another jury. In Georgia, a unanimous verdict is required in both civil and criminal cases.

Indeterminate sentence. A prison sentence for an indefinite period of time, say "one year to life." Under this system of sentencing, a prisoner is released if and when the parole board decides he or she has been rehabilitated.

Indictment. A written accusation prepared by a grand jury charging that a certain person has committed a crime.

Instructions to the jury. Legal information the judge gives jurors after closing arguments which advises them on how they go about deciding the case at hand and what the relevant law is.

Intent. A conscious determination to do a specified thing or act in a specified manner: an important element in proving a criminal act. It distinguishes an act as being a crime rather than an accident or a mistake, for example.

Judicial review. The power of the U.S. Supreme Court ultimately to examine federal and state laws and actions and to decide whether these laws and actions conform to the U.S. Constitution.

Leading question. One which instructs or hints to witnesses how to answer or puts into their mouths words to be echoed back.

Misdemeanor. A crime, but one that is less serious than a felony. It is punishable by a fine of up to $1,000 and/or imprisonment for up to one year.

Mistrial. A trial which by law cannot continue because of a disregard of some fundamental rule or requirement (i.e., wrong drawing of jurors, hung jury, lack of jurisdiction, etc.).

Own recognizance. A release without bail on a person's own promise to return.

Pardon. To forgive all or part of a prisoner's sentence and set aside conviction. A full pardon, in addition, restores to a convicted person all rights and the vote, which he or she may have lost as a result of the conviction.

Perjury. Lying under oath—for example, when a witness at a trial does not tell the truth. Perjury is a criminal offense, a felony.

Peremptory strike. The defense and prosecution select who they do not want to be on the jury. Each side is awarded three strikes in a misdemeanor trial.

Plaintiff. The person who brings an action against another person, corporation, or agency in a civil case.

Plea bargain. The process by which the prosecutor and the defense attorney, with the permission of the defendant, agree that the defendant will plead guilty to the charge or to a lesser charge. In return, the prosecutor recommends to the court a lesser sentence. The judge may or may not accept the plea. One purpose of plea bargaining is to conclude quickly without

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a time-consuming and expensive trial those cases in which a defendant is willing to admit his guilt.

Precedents. Decisions made by federal and state appellate courts. Precedents are building blocks to guide the courts in subsequent similar cases.

Preliminary hearing. A court procedure during which a judge decides whether or not there is enough evidence to formally charge a person with a crime. This question is whether there is probable cause for the judge to believe that a crime was committed and that he/she committed it.

Probable cause. A strong belief, based on facts, that a crime has been committed, that a certain person has committed a crime, and/or that evidence relating to the crime exists. For example, in issuing a search warrant, a judge must have probable cause. That is, sworn evidence must be brought before him showing that there is a valid reason for believing that the items sought will be found if the law enforcement officers are allowed to conduct the search.

Probation. A type of sentence which allows a person convicted of a crime to follow certain rules, under the supervision of a probation officer, as an alternative to prison.

Rule of sequestration. Upon request of the parties to the legal proceeding, the judge may order that the witenesses not be allowed to remain in the courtroom during the trial except when they are called. This is to prevent their being influenced by the testimony of other witnesses.

Public defender. A lawyer employed by the government to represent defendants who cannot afford to employ their own lawyers in criminal cases. Every defendant has a constitutional right to be represented by competent counsel.

Search warrant. A legal document issued by a judge describing the location to be searched by law enforcement officers and the item(s) to be seized. For example, a search warrant for a stolen stereo may not include the possibility of looking in the desk drawer or medicine cabinet where the stereo could not fit, but may include looking in the living room, bathtub, basement, attic, or other places where the equipment could be concealed. It must be based on reliable information that the item is at the location to be searched.

Sheriff. An elected county official who enforces (or carries out) the laws.

Solicitor. The attorney who represents the state in prosecuting at the state court level. He is elected and appoints his assistants.

Strike for cause. During the jury selection process, if the judge determines that one prospective juror would not be able to render a fair and impartial decision, due to his or her being related or friends with any of the patries in the dispute, or having some bias for or against a party, that juror is execused by the judge. This is not the same a peremptory strike, by which the parties may excuse certain persons.

Subpoena. A court order requiring a person to appear in court to give testimony or for documents to be brought. It is a Latin term meaning "under penalty." That is, if the witness fails to appear, he will be penalized.

Traverse Jury. Or *petit* jury; a body of citizens who decide issues of fact, as in a civil case.and determine guilt or innocence in a crimiral case.

Verdict. The decision made as to the outcome of a case by a jury, or if a jury is wavied, by the judge.

Voir dire. Literally "to speak the truth," this term refers to the jury selection process where prospective jurors are questioned and interviewed to ascertain whether or not they can make a fair and impartial decision about the facts of the case.

SUGGESTIONS TO TEACHERS PREPARING FOR A FIELD TRIP TO COURT

by
Judge Dorothy T. Beasley
State Court of Fulton County

1. The Court is a public institution, providing the people with the judicial services assigned to this Third Branch, and except in certain limited circumstances, is open for observation and inspection by the citizenry.

2. While the public is welcome at any time, without any pre-arrangement, a class visit will be more productive if the teacher inquires about the court calendar several weeks in advance of setting a date for the court visit. The Calendar Clerk of any court can advise the teacher what kind of cases are scheduled for that day, whether civil and/or criminal, whether jury and/or bench trials, whether probation revocation proceedings, whether only motions, or whether no court proceedings at all! The Calendar Clerk can also usually recommend an appropriate and interesting proceeding to observe, in connection with the teacher's particular objectives in conducting the field trip. Or the judge can make this recommendation.

3. Advise the judge whose court you will be observing, when you expect to come, so that the judge can in advance prepare to take a short recess and speak to the group of students.

4. The students should be prepared to ask questions and might discuss this in advance in class or at least think about it individually.

5. Probably the most productive observation is that of an entire short trial, either civil or criminal. Observing small bits and pieces seems to leave the students confused and uninformed about how that small segment fits into the entire picture. Unless the class is studying *only* criminal law, or *only* civil law, it does not matter which is observed. The judge can be asked to describe the difference, if the students do not already know it.

6. A brief discussion in class of the procedure of a trial should be had. A brief outline will do, just so the students know what is happening at each stage of the trial or how the segment they are observing fits into the whole picture. Attached is an outline.

7. A brief discussion in class before the visit about the rights of the parties should be had, particularly if a criminal trial is to be observed. The rights they will observe being protected in practice should be related to the United States Constitution for them, so they learn that the Constitution is a *living* document. For example, the right of an indigent criminal defendant to have a lawyer appointed to represent him at the expense of the taxpayers.

8. Before the class enters the courtroom, the teacher should ask the bailiff or deputy sheriff in attendance where the class should sit, so that it can file in quietly and in an orderly fashion. Ask to sit as close to the front as possible, so that everything can be heard clearly by the class. Many judges will allow students to sit in an unoccupied jury box or on the close-up benches normally reserved for prisoners.

9. If the proceedings are not audible, ask the bailiff or deputy sheriff in attendance if he would ask the judge to have everyone speak louder.

10. Instruct the students that there should be no gum-chewing, feet-shuffling, or loud talking in court. Discuss with them the dignity of the proceedings and the respect which must be shown, not for the judge as a person, but for the office and for the institution of a court of law; it is the final determiner of disputes in our society.

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11. When you advise the bailiff or deputy sheriff in attendance that the class is ready to come into the courtroom, give him a note with your name, the name and address of the school, your telephone number, and a description of the class (such as, 22 students from 7th grade class in U. S. History).

12. If the class is one studying careers, the judge should be asked to describe the various jobs related to the operation of the courts in our society, such as sheriffs, clerks, probation officers, lawyers, court reporters, law clerks, etc. The court operates as a team, not simply as a judge.

13. Most of all, have a good time and a happy learning experience!

THE PROCEEDING OF A COURT CASE

1. The case is called and the parties announce whether they are ready or not.
2. If a jury requested, the jury is selected by a process of questioning known as voir dire. If a judge is to try the case rather than a jury, this step is omitted.
3. The attorney for the plaintiff in a civil case, or for the State in a criminal case, has the opportunity to make an opening statement, briefly outlining what he expects the evidence to show.
4. Then the attorney for the defendant has an opportunity to make a similar opening statement.
5. The evidence is presented, by way of live testimony from witnesses as well as documents and physical evidence. Sometimes charts and diagrams and other demonstrative evidence is also used. Since the plaintiff in a civil suit, and the State in a criminal prosecution, has the burden of proof, that party presents its evidence first. Then defendant presents his evidence. Then the plaintiff or State may present rebuttal evidence.
6. After all of the evidence is presented and both parties "rest", the attorneys for each side present their closing arguments to the jury or judge. This is the opportunity for the attorneys to try to persuade the jury that the side which that attorney represents should prevail in the case. The argument is based on what the evidence showed, in the context of the applicable law.
7. The judge then instructs the jury what the law is, to be applied by them to the facts as they find the facts to be from the evidence in the case. If there is no jury, of course, the judge need not give himself the instruction on the law. Normally, the judge and the lawyers will discuss what law is applicable, before the lawyers present their final argument.
8. The jury, or the judge if there is no jury, then deliberates and reaches a decision ("verdict") as to who wins. If it is a civil case, the decision by the judge or jury must include how much money is to be awarded. If it is a criminal case, the judge always decides what the sentence will be, except that only a jury can impose the death penalty.
9. After the judgment is pronounced, the case is over unless the losing party wishes to appeal to a higher court. This concludes the trial, as an appeal will be considered by another court on another day.

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IMPROVING CITIZENSHIP EDUCATION PROJECT
FULTON COUNTY SCHOOL SYSTEM

COURT FIELD EXPERIENCE FACT SHEET SUMMARY

Name of Court:

Judge: **Name of Case:**

Case Brief:

Facts as Presented by the Prosecuting Attorney

UNCONTROVERTED	IMPLIED

Facts as Presented by the Defense

UNCONTROVERTED	IMPLIED

Point of Law, Involved in Case:

Arguments Advanced by Both Sides:

PROSECUTION	DEFENSE

Points of Law Applicable to the Case as Presented by Judge in his Charge to the Jury:

Examples of Protection, or Lack of It, of the Rights of the Accussed:

Terms and Procedures Used in the Courtroom Which are not Familiar to You:

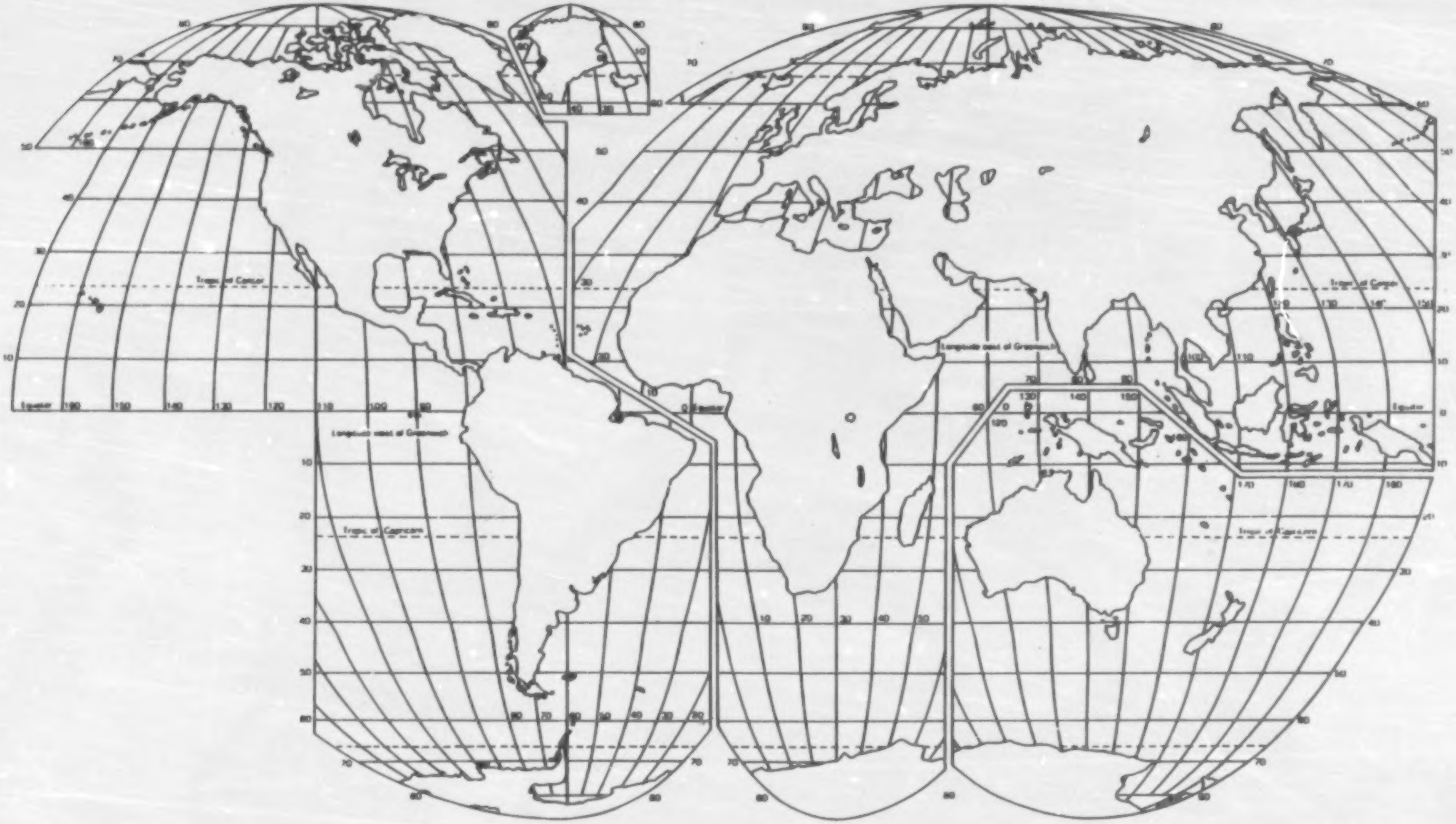
Decision and Opinion of the Student:

Decision and Opinion of the Jury or Judge:

Debriefing Notes from Class Discussion Following the Trip:

Evaluation of the Trip:

Suggestions for the Next Field Trip to the Courts: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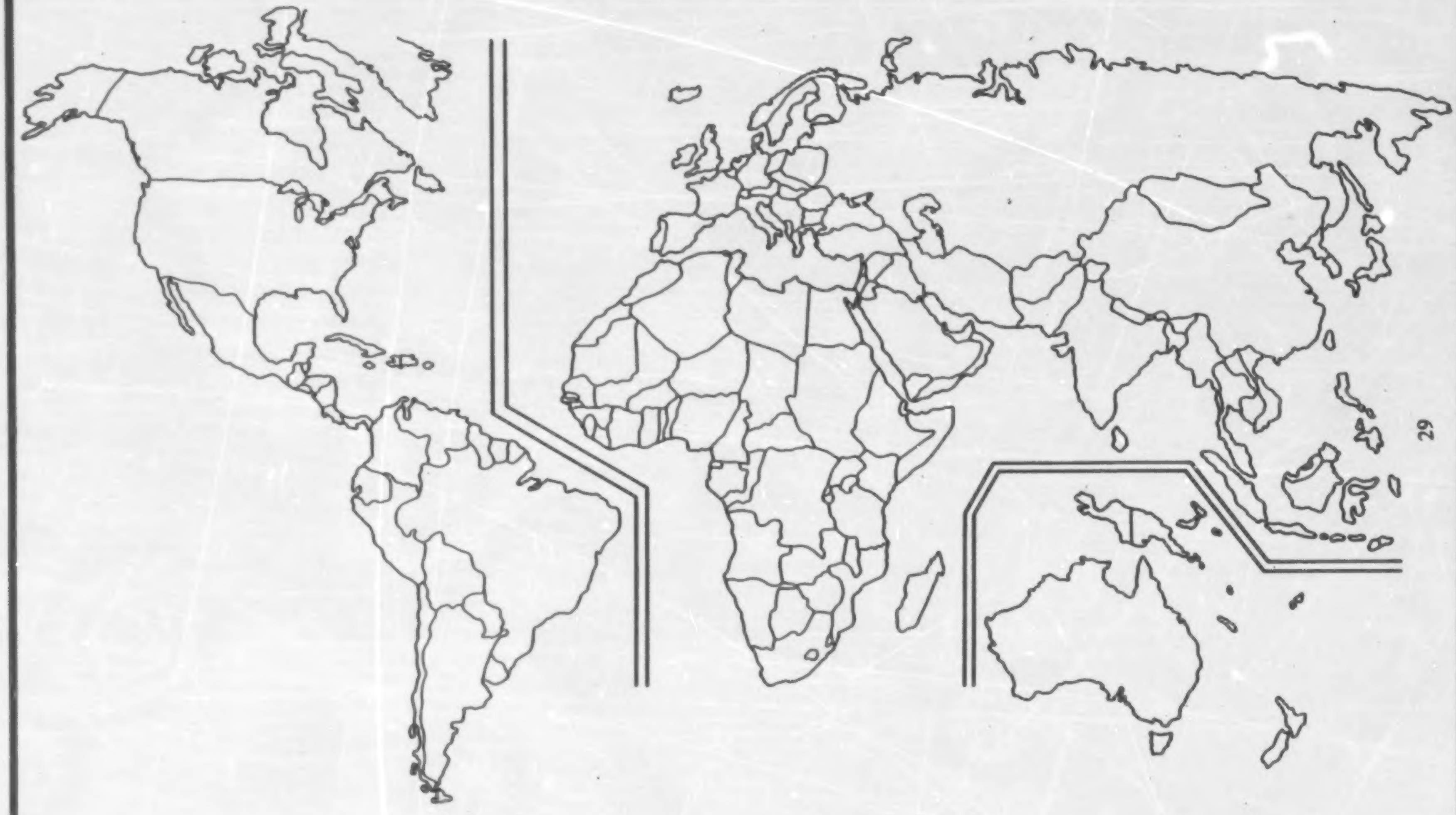
Equator
Longitude west of Greenwich
Tropic of Capricorn
0 Equator
Longitude east of Greenwich
Tropic of Cancer
Equator
Tropic of Capricorn
0 2000 4000 kilometers
0 1000 2000 3000 miles

Western Paragraphic Projection



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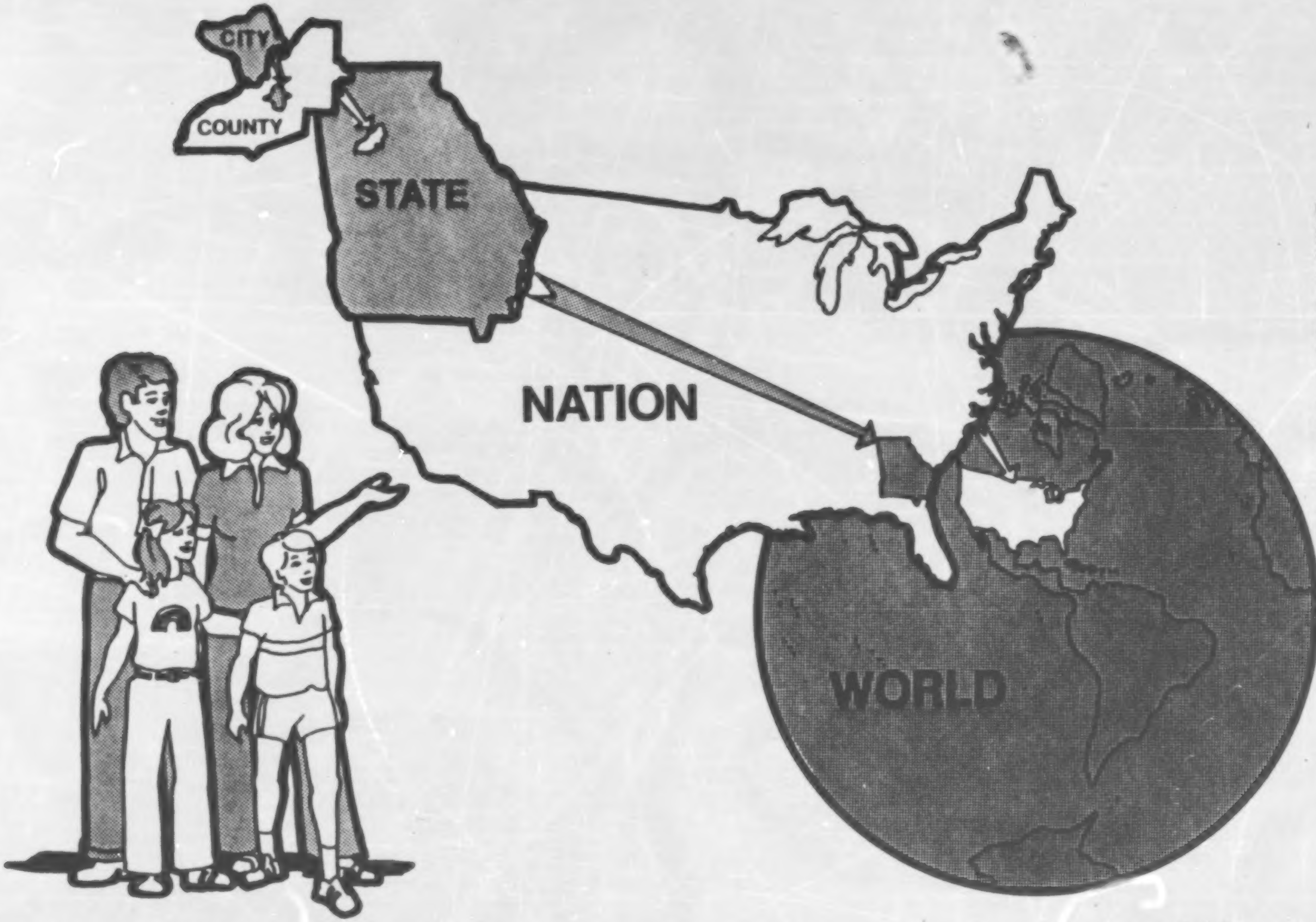
Cartographic Services
University of Georgia


CITY
COUNTY
STATE
NATION
WORLD

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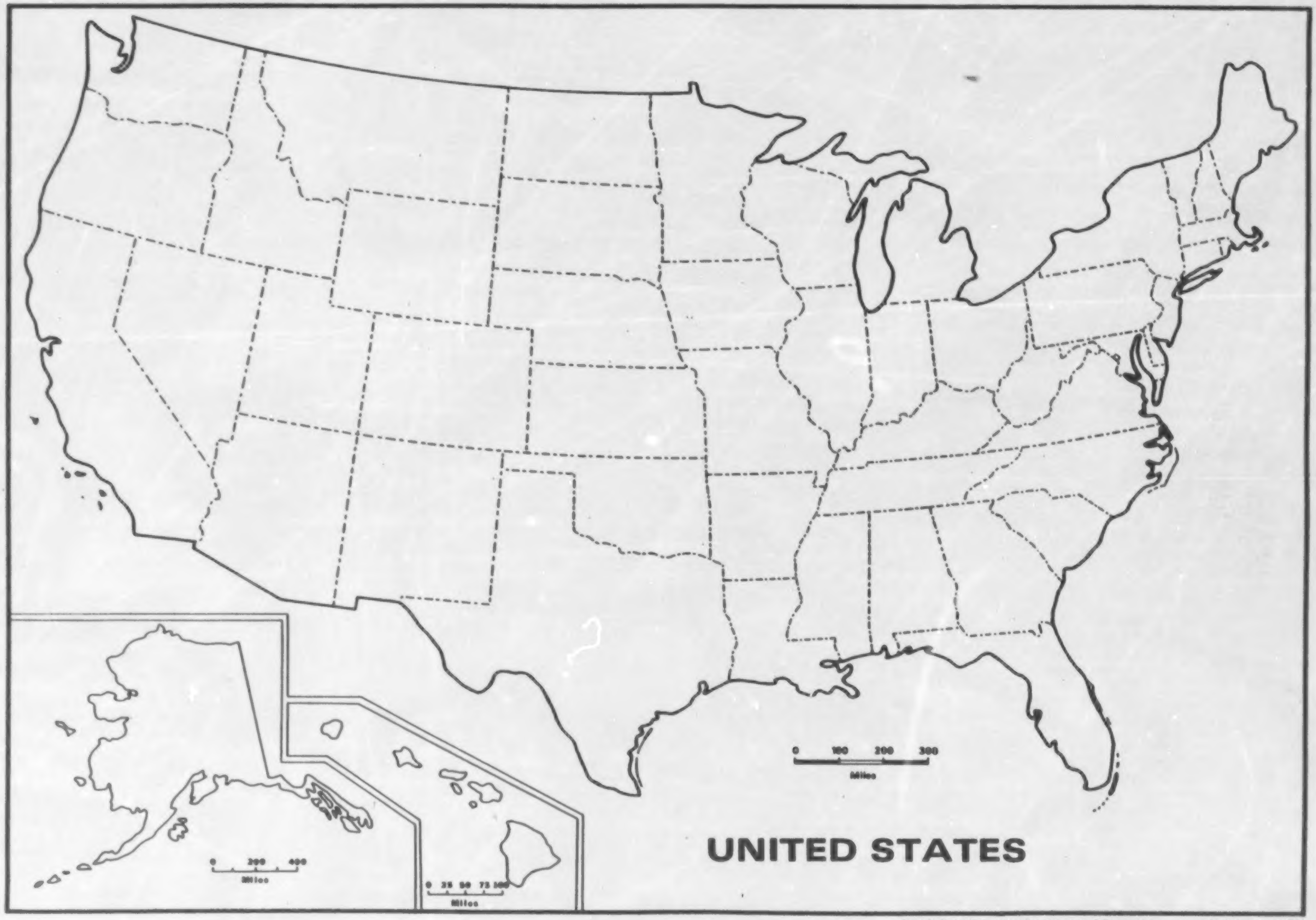
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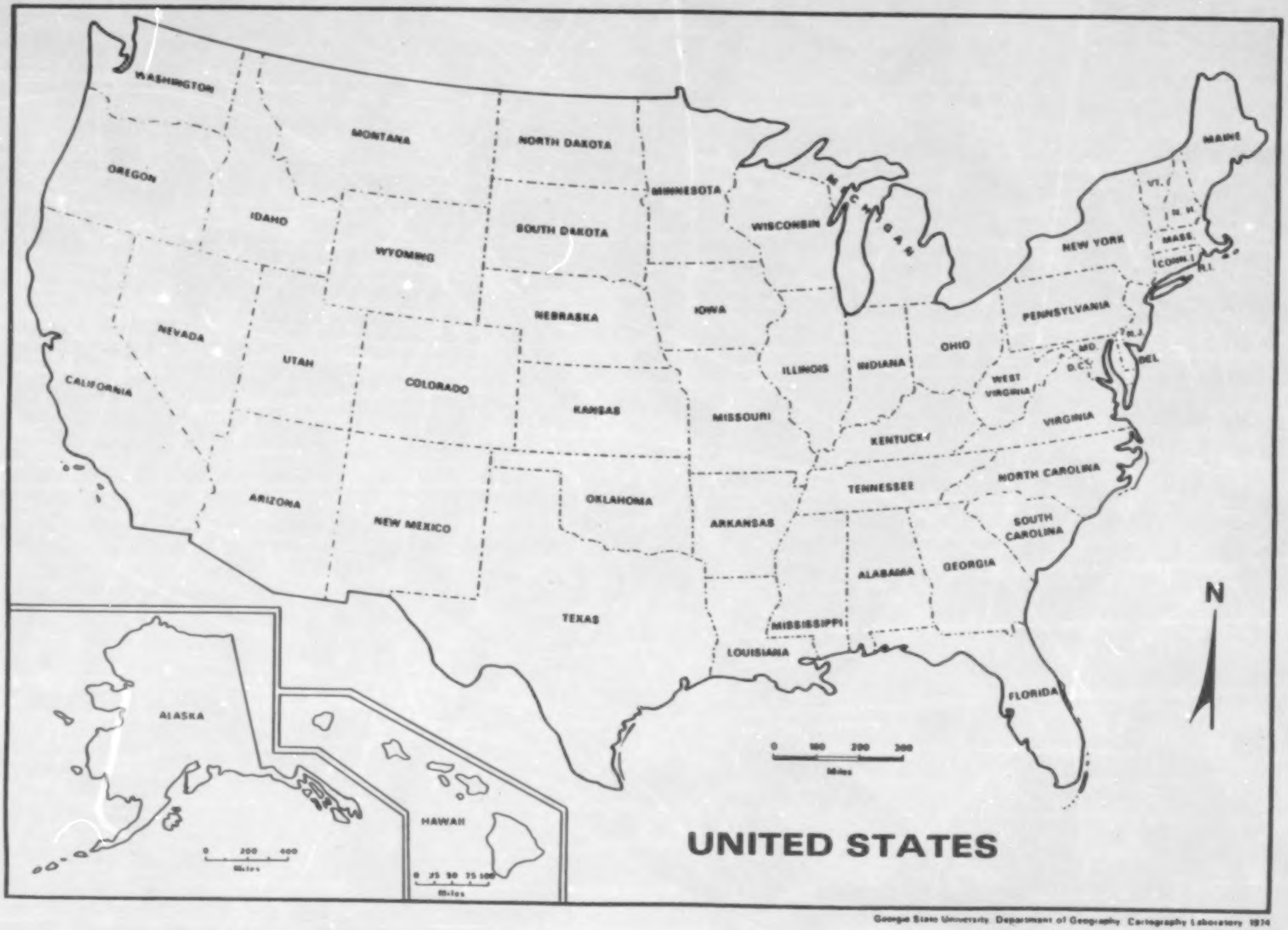
UNITED STATES

Georgia State University, Department of Geography, Cartography Laboratory, 1974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MAINE
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MASS.
NEW YORK
CONN.
R.I.
NEVADA
UTAH
NEBRASKA
IOWA
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N.J.
OHIO
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MD.
D.C.
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CALIFORNIA
COLORADO
KANSAS
MISSOURI
WEST VIRGINIA
VIRGINIA
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TENNESSEE
NORTH CAROLINA
ARIZONA
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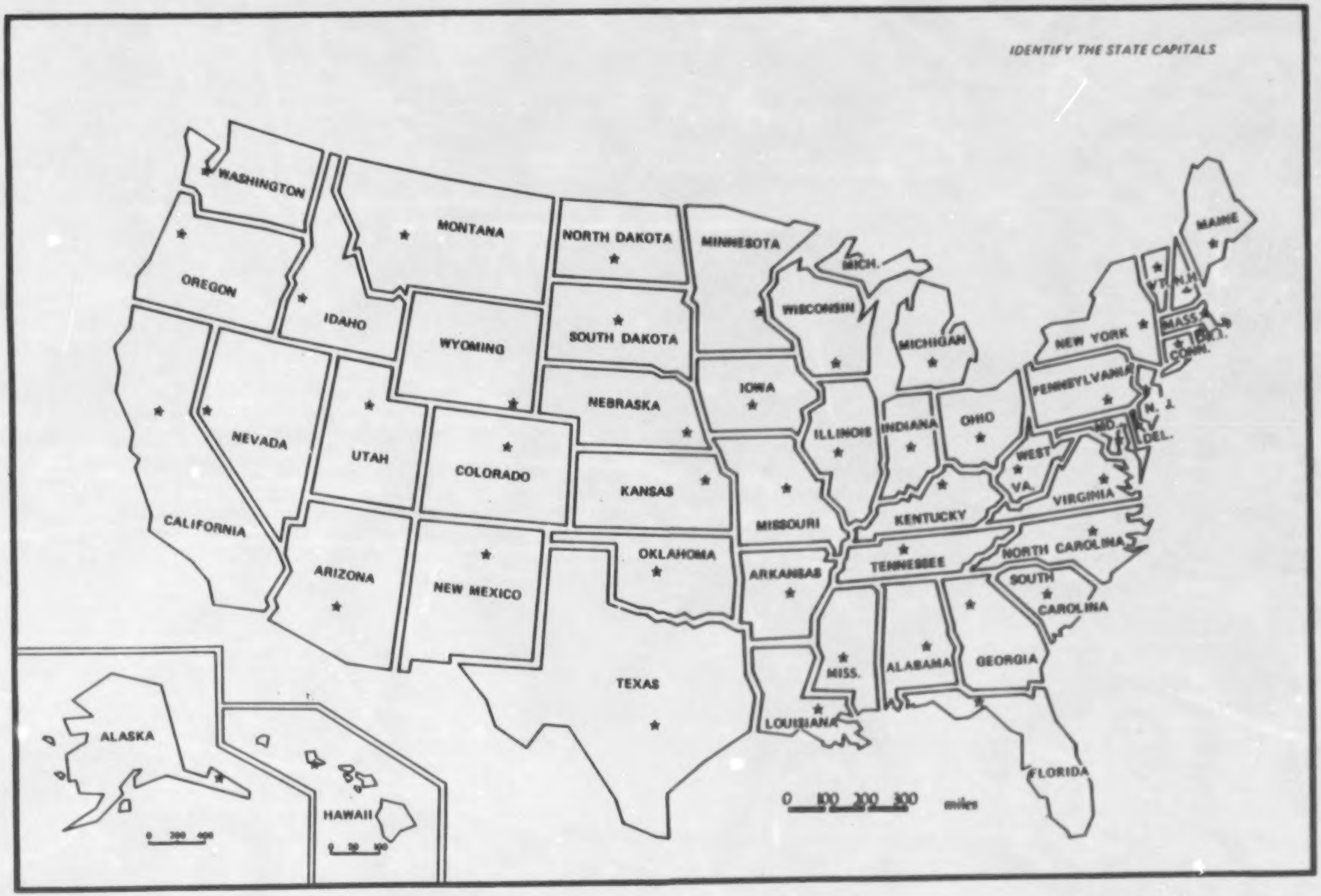
UNITED STATES

Georgia State University Department of Geography Cartography Laboratory 1974


IDENTIFY THE STATE CAPITALS

WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICH.
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INDIANA
OHIO
KENTUCKY
TENNESSEE
MISS.
ALABAMA
GEORGIA
FLORIDA
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PENNSYLVANIA
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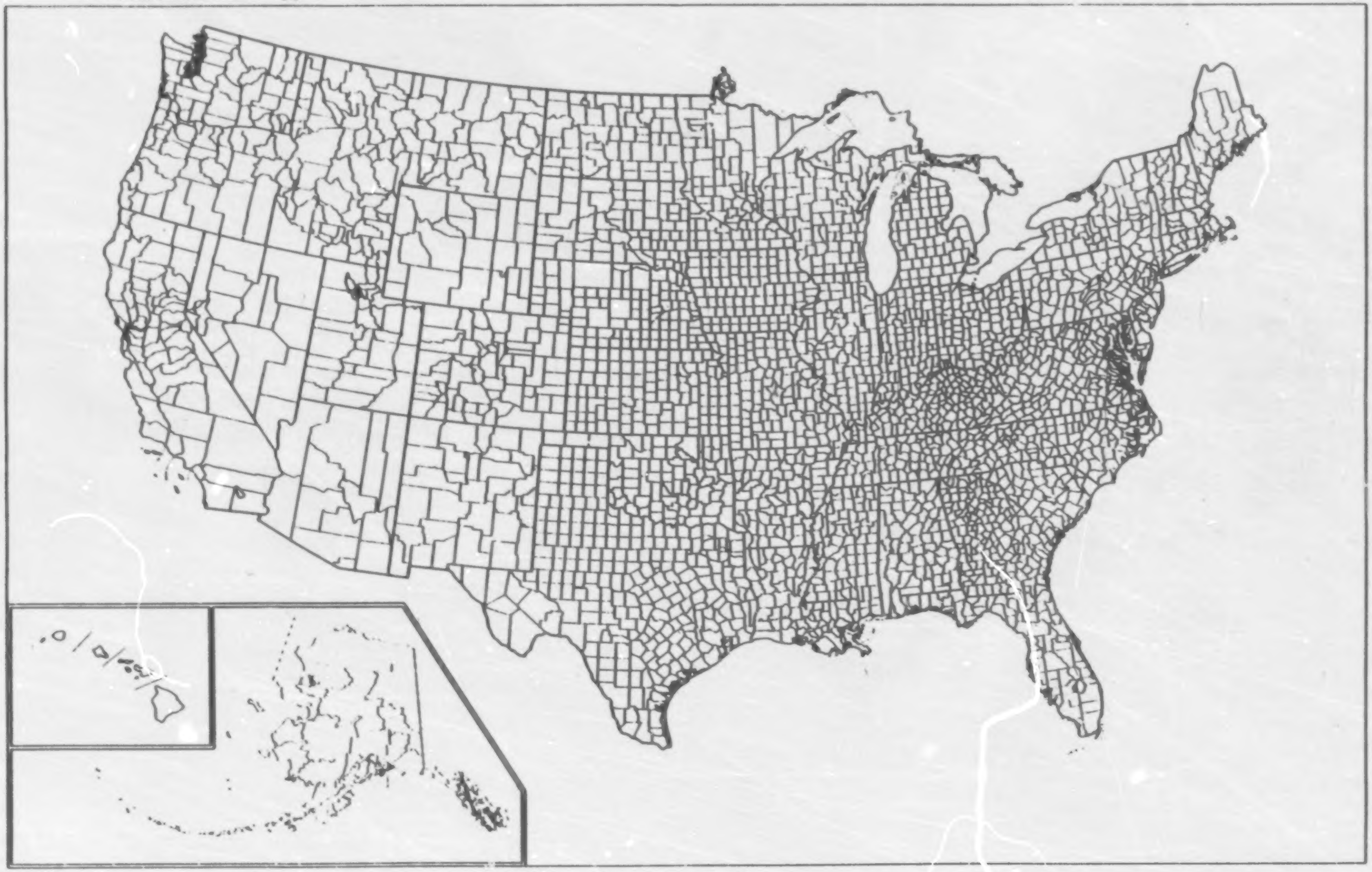
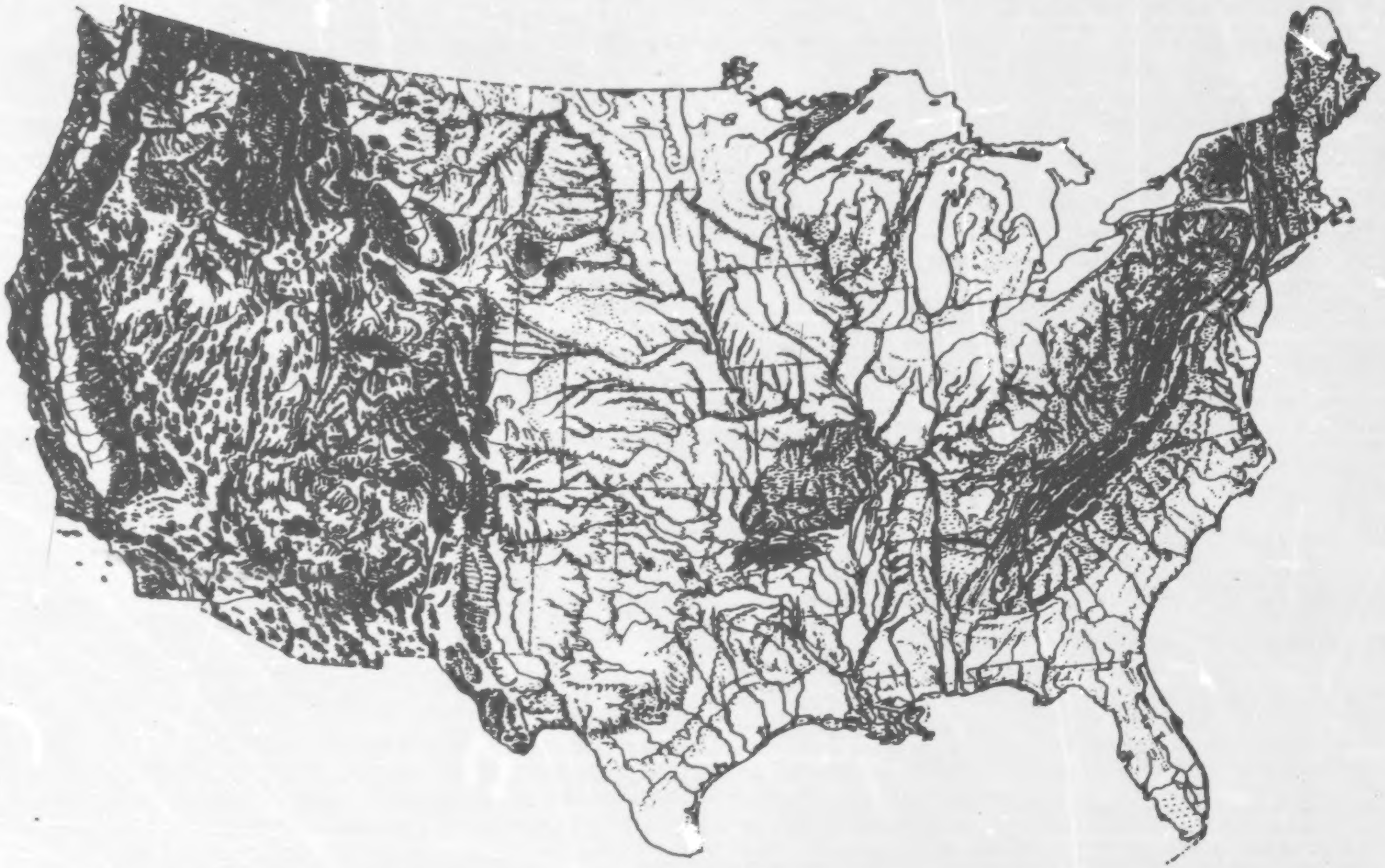
US COUNTY OUTLINES - 1970

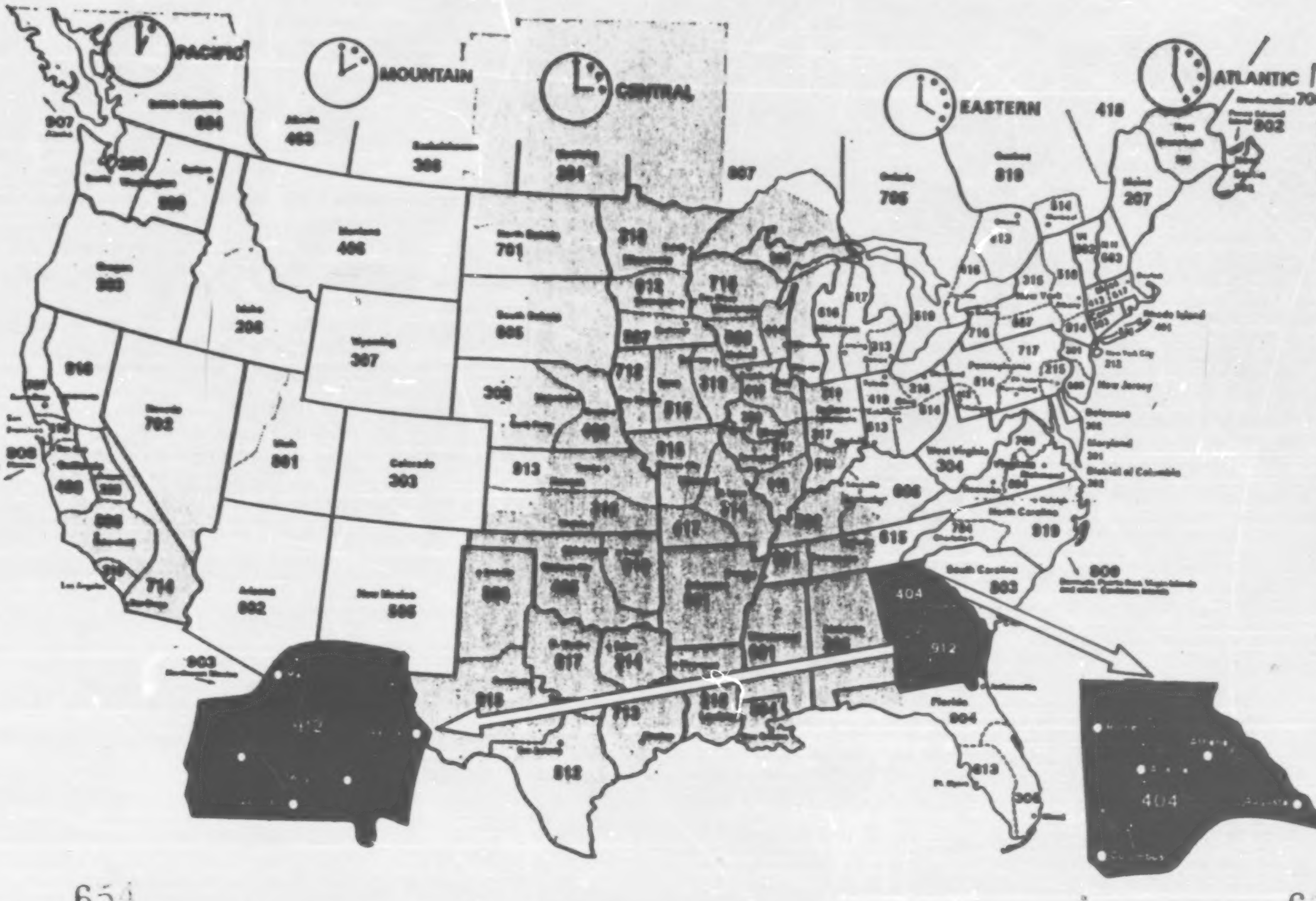


GEOPHYSICAL FEATURES OF THE UNITED STATES



Source: U.S. Department of Agriculture. Economics, Statistics, and Cooperatives Service. "Unmasking Problems in Rural Health Planning," by Jeannette Fitzwilliams. Rural Development Research Report No. 11. May 1979.

area code map and time zones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MOUNTAIN
CENTRAL
EASTERN
ATLANTIC
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306
204
807
705
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701
406
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202

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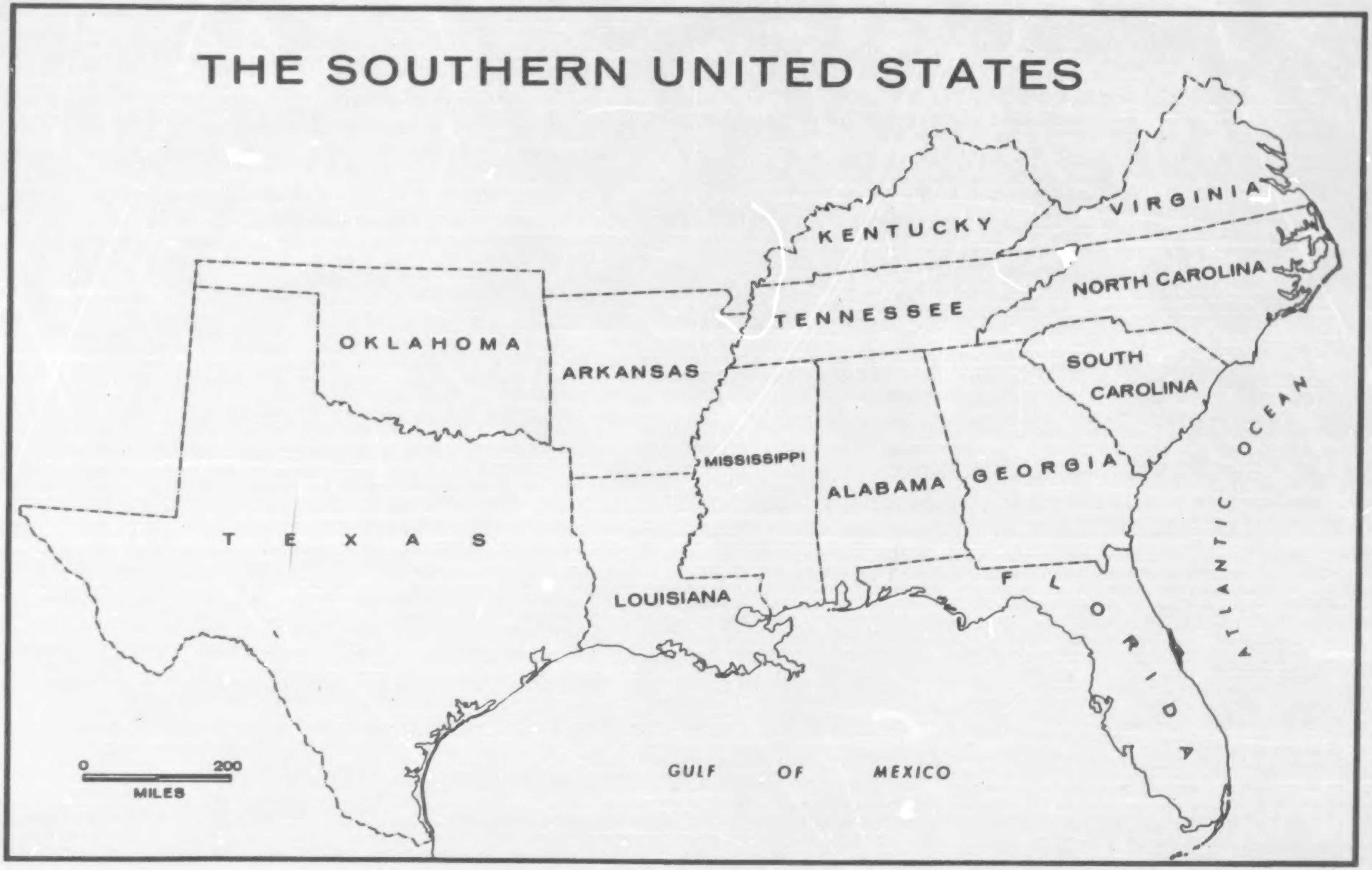
THE SOUTHERN UNITED STATES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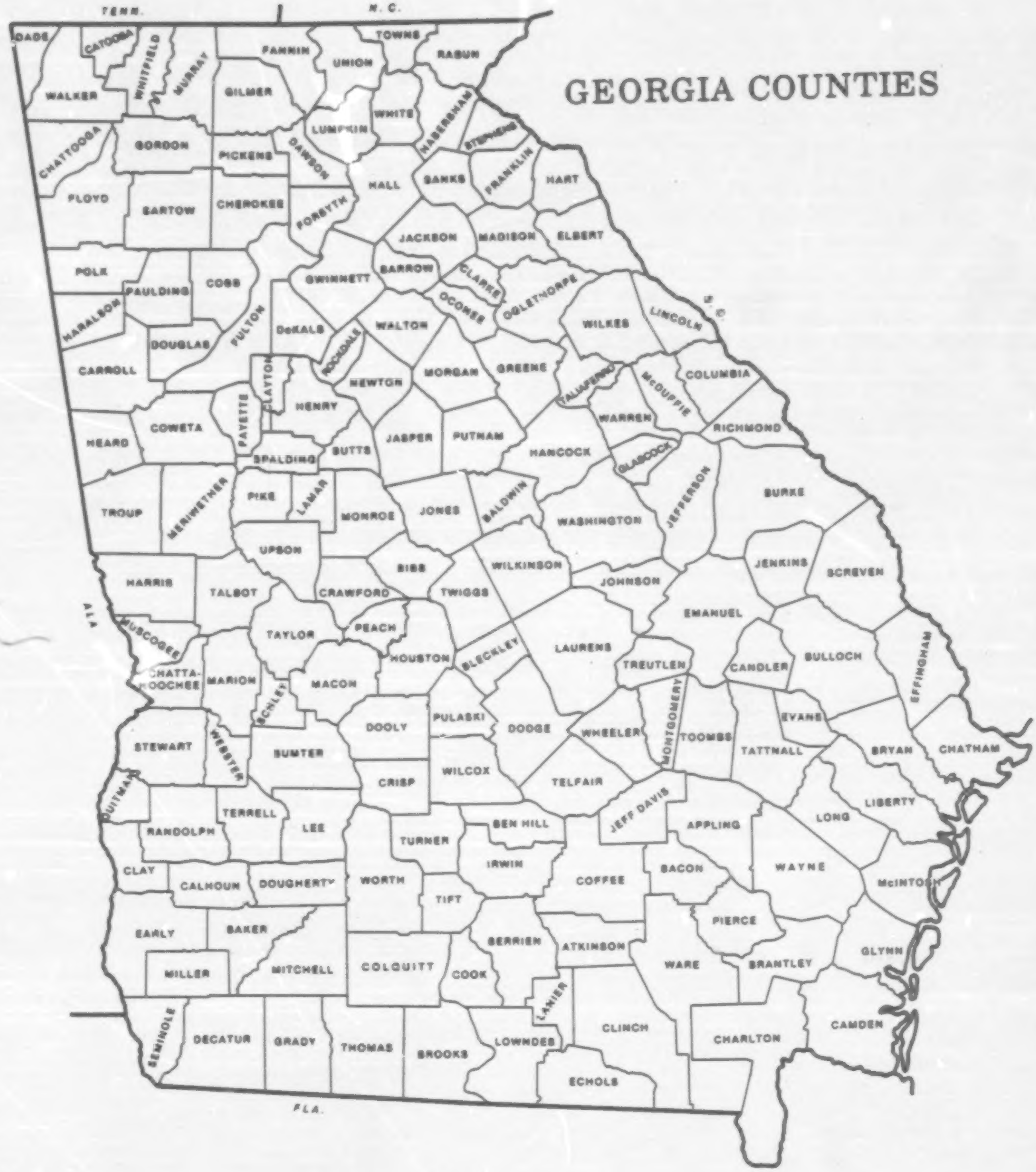
GULF OF MEXICO



GEORGIA COUNTIES

TENN.
N.C.
S.C.
ALA
FLA.
DADE
CATOOSA
WHITFIELD
MURRAY
FANNIN
UNION
TOWNS
RABUN
WALKER
GILMER
LUMPKIN
WHITE
HABERSHAM
STEPHENS
CHATTOOGA
GORDON
PICKENS
DAWSON
HALL
BANKS
FRANKLIN
HART
FLOYD
BARTOW
CHEROKEE
FORSYTH
JACKSON
MADISON
ELBERT
POLK
PAULDING
COBB
GWINNETT
BARROW
CLARKE
OGLETHORPE
OCONEE
HARALSON
DOUGLAS
FULTON
DeKALB
ROCKDALE
WALTON
WILKES
LINCOLN
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
COWETA
HEARD
SPALDING
BUTTS
JASPER
PUTNAM
HANCOCK
WARREN
GLASCOCK
RICHMOND
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
BALDWIN
WASHINGTON
JEFFERSON
BURKE
UPSON
BIBB
WILKINSON
JENKINS
SCREVEN
HARRIS
TALBOT
CRAWFORD
TWIGGS
JOHNSON
EMANUEL
MUSCOGEE
TAYLOR
PEACH
HOUSTON
BLECKLEY
LAURENS
TREUTLEN
CANDLER
BULLOCH
EFFINGHAM
CHATTA-HOOCHEE
MARION
SCHLEY
MACON
PULASKI
DODGE
WHEELER
MONTGOMERY
TOOMBS
EVANS
TATTNALL
BRYAN
CHATHAM
STEWART
WEBSTER
SUMTER
DOOLY
CRISP
WILCOX
TELFAIR
JEFF DAVIS
QUITMAN
RANDOLPH
TERRELL
LEE
TURNER
BEN HILL
APPLING
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LIBERTY
IRWIN
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CALHOUN
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CAMDEN
ECHOLS

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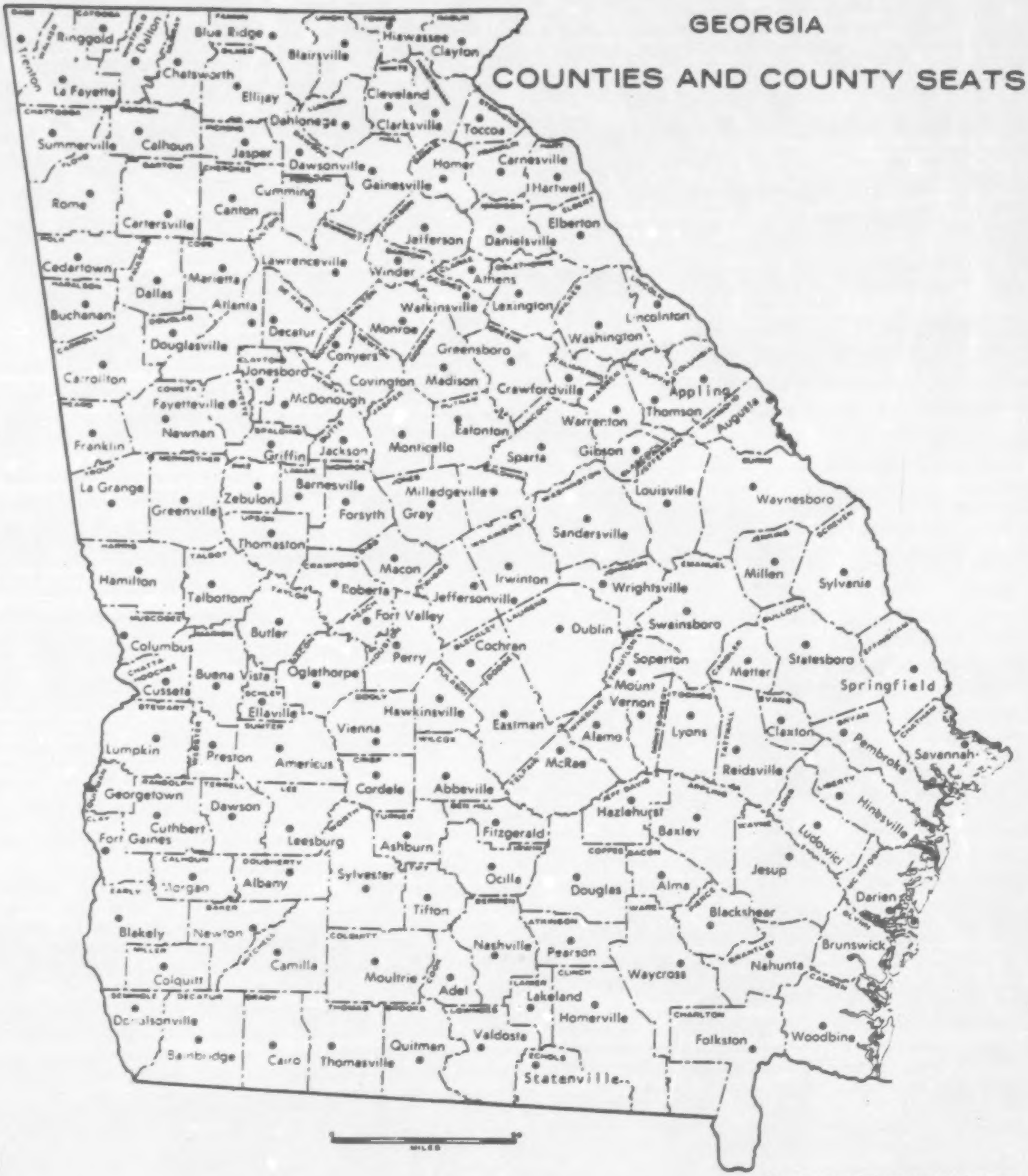

GEORGIA

COUNTIES AND COUNTY SEATS

Ringgold
Dalton
Trenton
La Fayette
Chatsworth
Blue Ridge
Blairsville
Hiawassee
Clayton
Ellijay
Cleveland
Dahlonega
Clarksville
Toccoa
Summerville
Calhoun
Jasper
Dawsonville
Homer
Carnesville
Hartwell
Gainesville
Cumming
Rome
Canton
Cartersville
Jefferson
Danielsville
Elberton
Cedartown
Lawrenceville
Winder
Athens
Dallas
Marietta
Atlanta
Buchanan
Watkinsville
Lexington
Lincolnton
Decatur
Monroe
Washington
Douglasville
Conyers
Greensboro
Jonesboro
Carrollton
Covington
Madison
Crawfordville
Appling
McDonough
Fayetteville
Thomson
Warrenton
Augusta
Newnan
Eatonton
Franklin
Monticello
Griffin
Jackson
Sparta
Gibson
Barnesville
La Grange
Zebulon
Milledgeville
Louisville
Waynesboro
Greenville
Forsyth
Gray
Thomaston
Sandersville
Macon
Hamilton
Irwinton
Millen
Sylvania
Roberta
Wrightsville
Talbotton
Jeffersonville
Fort Valley
Butler
Dublin
Swainsboro
Columbus
Perry
Cochran
Soperton
Metter
Statesboro
Buena Vista
Oglethorpe
Springfield
Cusseta
Mount Vernon
Ellaville
Hawkinsville
Eastman
Alamo
Lyons
Claxton
Vienna
Lumpkin
Preston
Americus
McRae
Pembroke
Savannah
Reidsville
Cordele
Abbeville
Georgetown
Dawson
Hazlehurst
Hinesville
Cuthbert
Fort Gaines
Leesburg
Ashburn
Fitzgerald
Baxley
Ludowici
Jesup
Morgan
Albany
Sylvester
Ocilla
Douglas
Alma
Darien
Tifton
Blackshear
Blakely
Newton
Nashville
Pearson
Brunswick
Camilla
Moultrie
Waycross
Nahunta
Colquitt
Adel
Lakeland
Donalsonville
Homerville
Woodbine
Valdosta
Folkston
Bainbridge
Cairo
Thomasville
Quitman
Statenville
MILES
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FANNIN
UNION
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RABUN
GILMER
WHITE
STEPHENS
HALL
PICKENS
BARTOW
CHEROKEE
FORSYTH
FRANKLIN
HART
MADISON
ELBERT
COBB
OGLETHORPE
LINCOLN
WILKES
DOUGLAS
CLAYTON
COWETA
SPALDING
BUTTS
PUTNAM
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
WASHINGTON
BURKE
UPSON
HARRIS
TALBOT
CRAWFORD
TAYLOR
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JOHNSON
EMANUEL
JENKINS
SCREVEN
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CANDLER
SCHLEY
DOOLY
WHEELER
MONTGOMERY
TOOMBS
EVANS
TATTNALL
BRYAN
CHATHAM
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SUMTER
WEBSTER
WILCOX
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LIBERTY
QUITMAN
RANDOLPH
TERRELL
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JEFF DAVIS
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CHARLTON
ECHOLS
MILES
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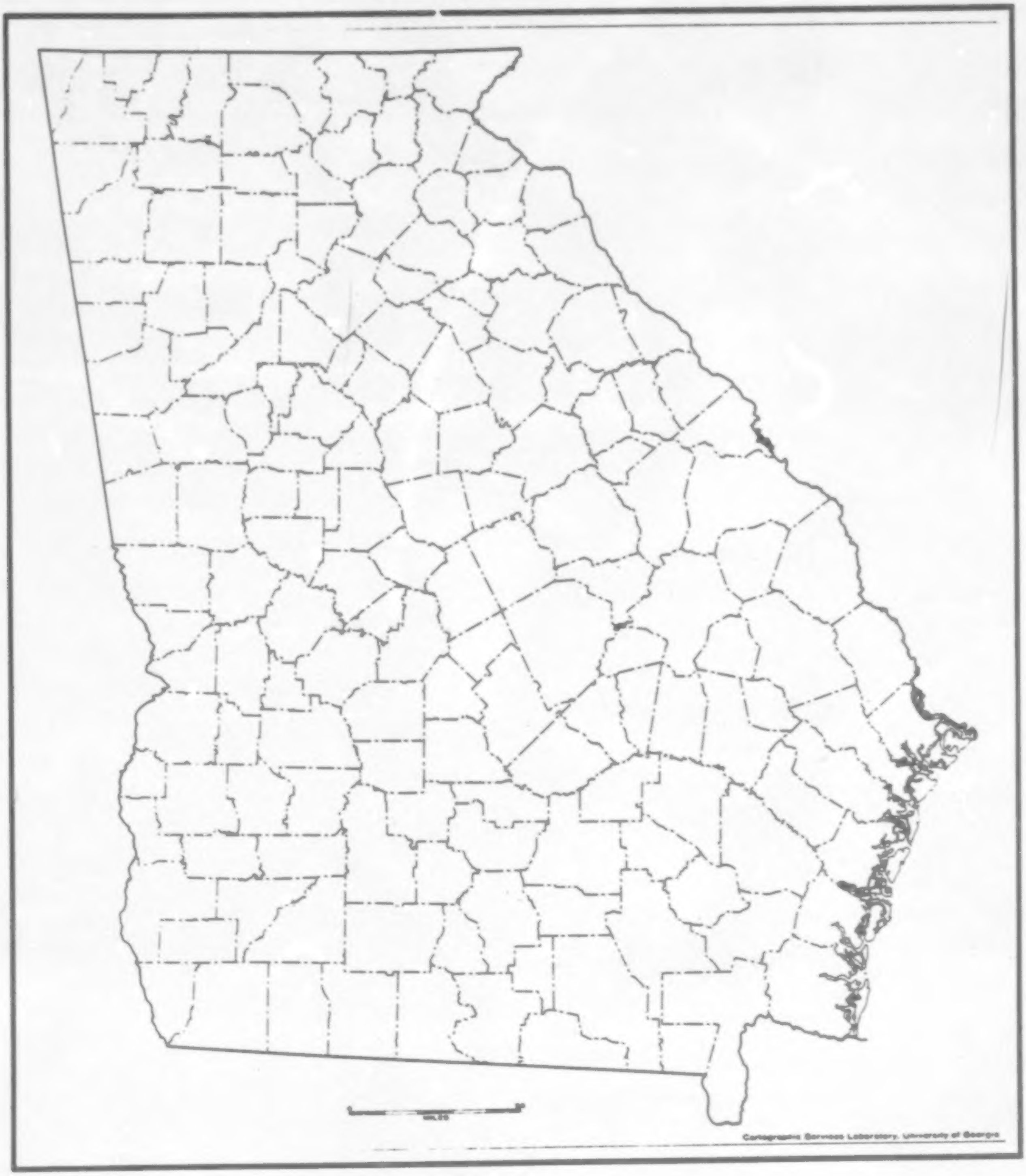
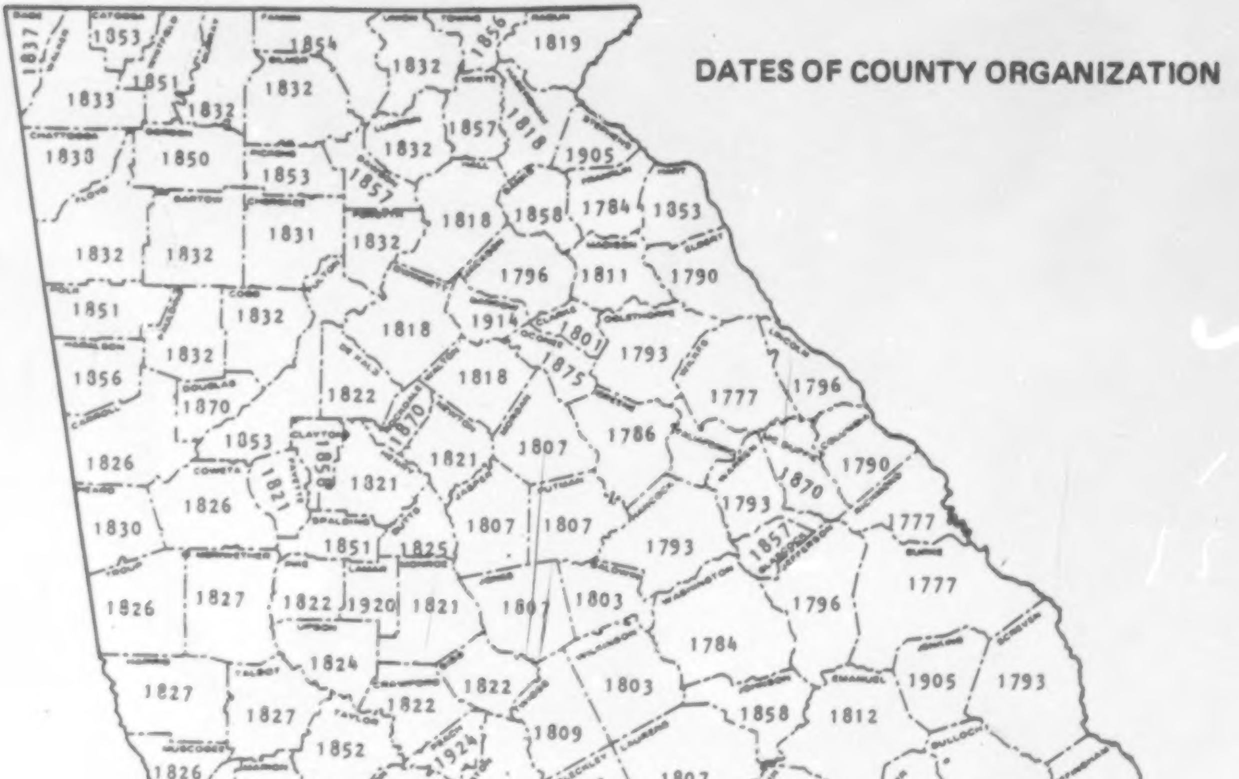
GEORGIA



Cartographic Services Laboratory, University of Georgia

DATES OF COUNTY ORGANIZATION



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1832
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1832
WHITE 1857
1818
STEPHENS 1905
CHATTOOGA 1838
GORDON 1850
PICKENS 1853
LUMPKIN 1832
DAWSON 1857
HALL 1818
BANKS 1858
FRANKLIN 1784
HART 1853
FLOYD 1832
BARTOW 1832
CHEROKEE 1831
FORSYTH 1832
MADISON 1811
ELBERT 1790
POLK 1851
COBB 1832
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JACKSON 1796
1914
CLARKE 1801
OGLETHORPE 1793
PAULDING 1832
GWINNETT 1818
OCONEE 1875
HARALSON 1856
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DE KALB 1822
ROCKDALE 1870
WALTON 1818
WILKES 1777
LINCOLN 1796
CARROLL 1826
1853
CLAYTON
FAYETTE 1821
NEWTON 1821
MORGAN 1807
GREENE 1786
COLUMBIA 1790
HENRY 1821
COWETA 1826
MCDUFFIE 1870
HEARD 1830
SPALDING 1851
BUTTS 1825
JASPER 1807
PUTNAM 1807
HANCOCK 1793
WARREN 1793
GLASCOCK 1857
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MONROE 1821
JONES 1807
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MUSCOGEE 1826
MARION 1827
MACON 1837
HOUSTON 1821
BLECKLEY 1912
LAURENS 1807
TREUTLEN 1917
CANDLER 1914
BULLOCH 1796
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CHATTAHOOCHEE 1854
SCHLEY 1857
DOOLY 1821
PULASKI 1808
DODGE 1870
MONTGOMERY 1793
TOOMBS 1905
TATTNALL 1801
EVANS 1914
BRYAN 1793
CHATHAM 1777
STEWART 1830
WEBSTER 1853
SUMTER 1831
WILCOX 1857
WHEELER 1912
TELFAIR 1807
LIBERTY 1777
QUITMAN 1858
CRISP 1905
RANDOLPH 1828
TERRELL 1856
LEE 1826
WORTH 1853
TURNER 1905
BEN HILL 1906
JEFF DAVIS 1905
APPLING 1818
WAYNE 1803
LONG 1920
MCINTOSH 1793
CLAY 1854
CALHOUN 1854
DOUGHERTY 1853
TIFT 1905
IRWIN 1818
COFFEE 1854
BACON 1914
GLYNN 1777
EARLY 1818
BAKER 1825
BERRIEN 1818
WARE 1824
PIERCE 1857
BRANTLEY 1920
ATKINSON 1917
MILLER 1856
MITCHELL 1857
COLQUITT 1856
COOK 1918
LANIER 1919
CLINCH 1850
CAMDEN 1777
SEMINOLE 1920
DECATUR 1823
GRADY 1905
THOMAS 1825
BROOKS 1858
LOWNDES 1825
ECHOLS 1858
CHARLTON 1854
MILES

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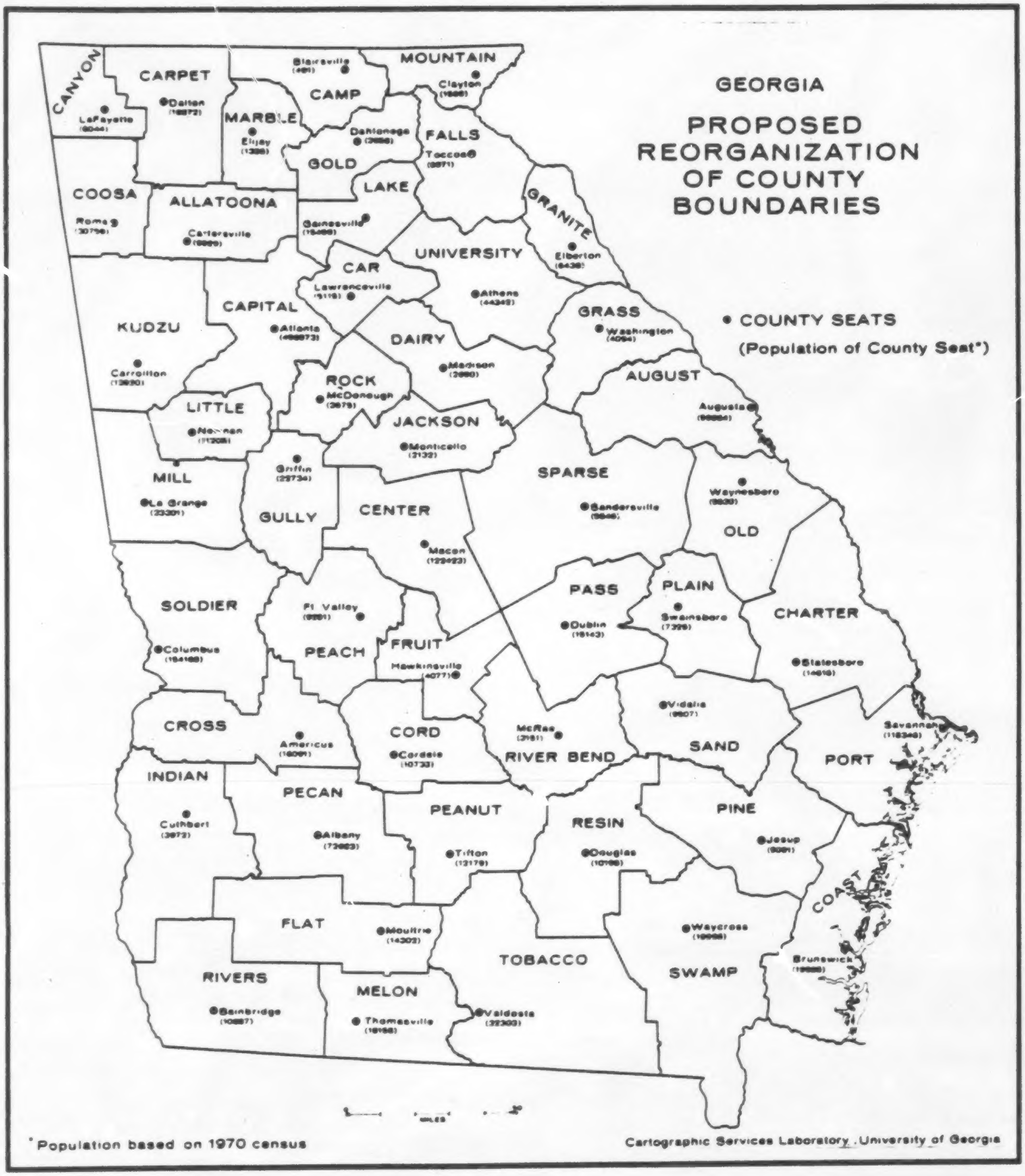


GEORGIA

PROPOSED REORGANIZATION OF COUNTY BOUNDARIES

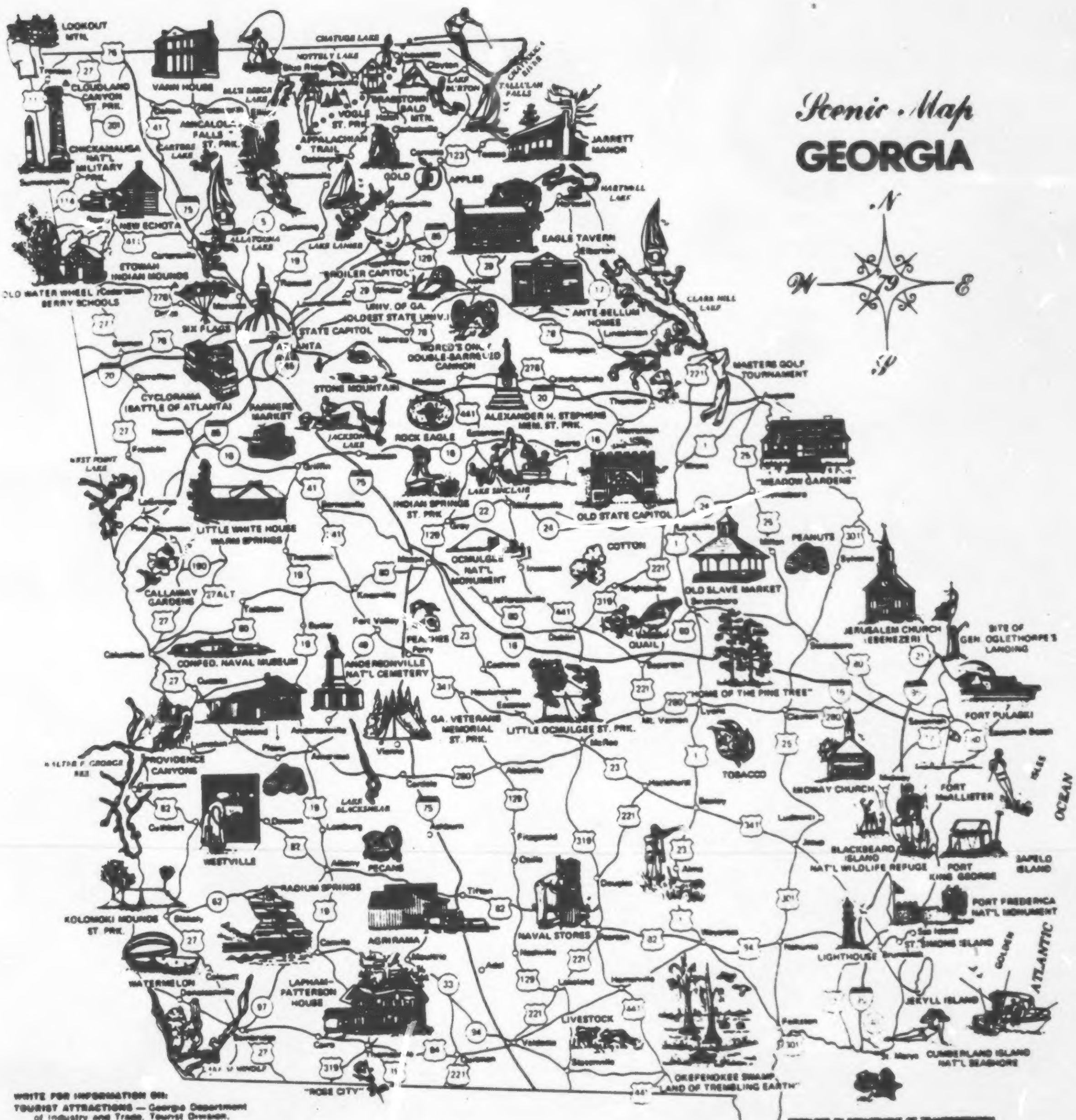
● COUNTY SEATS
(Population of County Seat*)

*Population based on 1970 census

Cartographic Services Laboratory, University of Georgia

CANYON
LaFayette
CARPET
Dalton (18872)
Blairsville
CAMP
MOUNTAIN
Clayton
MARBLE
Ellijay
Dahlonega
FALLS
Toccoa
GOLD
LAKE
Gainesville
COOSA
Rome
ALLATOONA
Cartersville
GRANITE
Elberton
UNIVERSITY
Athens (44342)
CAR
Lawrenceville
CAPITAL
Atlanta (496973)
KUDZU
Carrollton
GRASS
Washington
DAIRY
Madison
ROCK
McDonough
AUGUST
Augusta
LITTLE
Newnan
JACKSON
Monticello (2132)
MILL
La Grange (23301)
Griffin (22734)
GULLY
CENTER
Macon (122423)
SPARSE
Sandersville
Waynesboro
OLD
SOLDIER
Columbus (154168)
Ft Valley
PEACH
FRUIT
Hawkinsville (4077)
PASS
Dublin (15143)
PLAIN
Swainsboro (7325)
CHARTER
Statesboro
CROSS
Americus (16091)
CORD
Cordele (10733)
McRae
RIVER BEND
Vidalia
SAND
Savannah (118349)
PORT
INDIAN
Cuthbert (3972)
PECAN
Albany
PEANUT
Tifton (12179)
RESIN
Douglas
PINE
Jesup
COAST
FLAT
Moultrie (14302)
Waycross
TOBACCO
Brunswick
SWAMP
RIVERS
Bainbridge (10887)
MELON
Thomasville (18155)
Valdosta (32303)
MILES

BEST COPY AVAILABLE

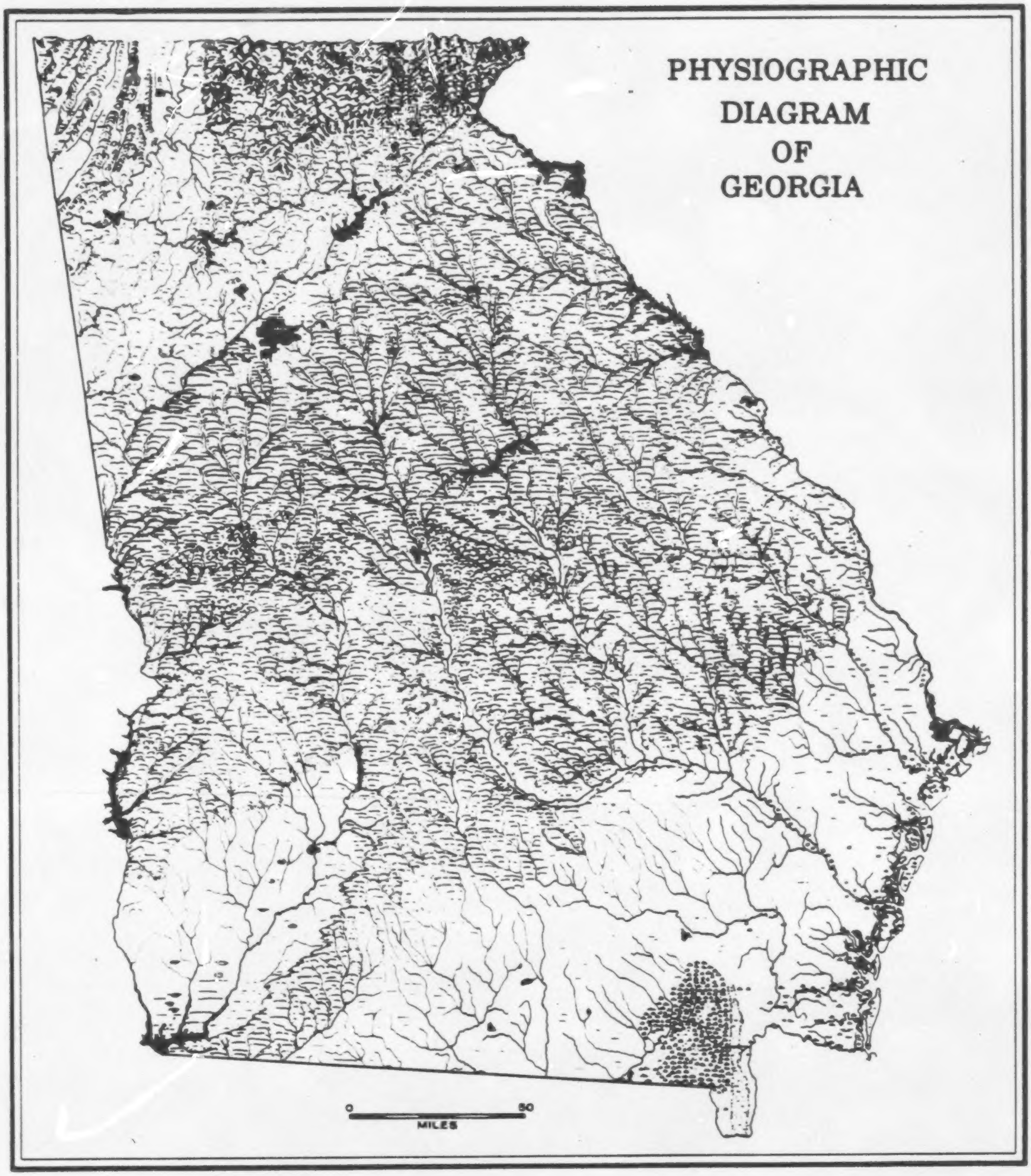

Scenic Map
GEORGIA
N
W
E
S
LOOKOUT MTN.
CLOUDLAND CANYON ST. PRK.
CHICKAMAUGA NAT'L MILITARY PRK.
VANN HOUSE
NEW ECHOTA
ETOWAH INDIAN MOUNDS
OLD WATER WHEEL
BERRY SCHOOLS
AMICALOLA FALLS ST. PRK.
APPALACHIAN TRAIL
VOGLE ST. PRK.
BRASSTOWN BALD MTN.
CHATUGE LAKE
NOTTELY LAKE
BLUE RIDGE LAKE
LAKE BURTON
TALLULAH FALLS
CHATTOOGA RIVER
JARRETT MANOR
GOLD
APPLES
HARTWELL LAKE
ALLATOONA LAKE
LAKE LANIER
BROILER CAPITOL
EAGLE TAVERN
UNIV. OF GA. OLDEST STATE UNIV.
ANTE-BELLUM HOMES
CLARK HILL LAKE
SIX FLAGS
STATE CAPITOL
ATLANTA
WORLD'S ONLY DOUBLE-BARRELED CANNON
STONE MOUNTAIN
MASTERS GOLF TOURNAMENT
CYCLORAMA (BATTLE OF ATLANTA)
FARMERS MARKET
ALEXANDER H. STEPHENS MEM. ST. PRK.
ROCK EAGLE
JACKSON LAKE
WEST POINT LAKE
INDIAN SPRINGS ST. PRK.
LAKE SINCLAIR
OLD STATE CAPITOL
"MEADOW GARDENS"
LITTLE WHITE HOUSE WARM SPRINGS
COTTON
PEANUTS
OCMULGEE NAT'L MONUMENT
OLD SLAVE MARKET
CALLAWAY GARDENS
QUAIL
JERUSALEM CHURCH (EBENEZER)
SITE OF GEN. OGLETHORPE'S LANDING
PEACHES
CONFED. NAVAL MUSEUM
ANDERSONVILLE NAT'L CEMETERY
"HOME OF THE PINE TREE"
FORT PULASKI
GA. VETERANS MEMORIAL ST. PRK.
LITTLE OCMULGEE ST. PRK.
TOBACCO
PROVIDENCE CANYONS
MIDWAY CHURCH
FORT McALLISTER
LAKE BLACKSHEAR
WESTVILLE
PECANS
BLACKBEARD ISLAND NAT'L WILDLIFE REFUGE
FORT KING GEORGE
SAPELO ISLAND
OCEAN
RADIUM SPRINGS
KOLOMOKI MOUNDS ST. PRK.
AGRIRAMA
NAVAL STORES
FORT FREDERICA NAT'L MONUMENT
ST. SIMONS ISLAND
LIGHTHOUSE
ATLANTIC
WATERMELON
LAPHAM-PATTERSON HOUSE
LIVESTOCK
JEKYLL ISLAND
CUMBERLAND ISLAND NAT'L SEASHORE
"ROSE CITY"
OKEFENOKEE SWAMP "LAND OF TREMBLING EARTH"
PREPARED BY DEPARTMENT OF TRANSPORTATION

WRITE FOR INFORMATION ON:

TOURIST ATTRACTIONS — Georgia Department of Industry and Trade, Tourist Division, Box 1776, Atlanta, GA 30301

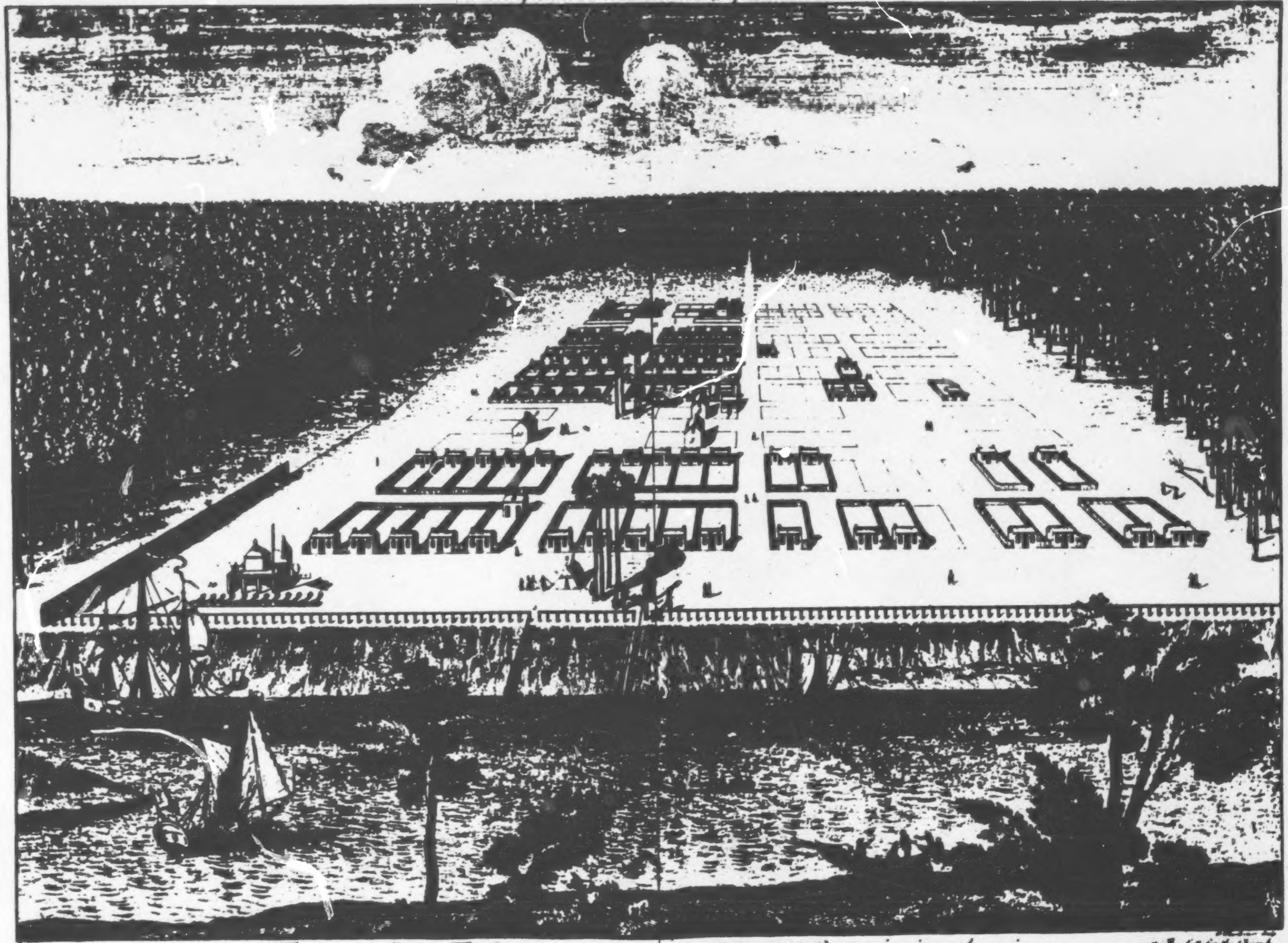
HUNTING, FISHING, STATE PARKS OR HISTORIC SITES — Georgia Department of Natural Resources, 270 Washington St., S.W., Atlanta, GA 30334

CAMPING AREAS — U. S. Forest Service, 1720 Peachtree Rd., N. W., Room 516, Atlanta, GA 30309



PHYSIOGRAPHIC
DIAGRAM
OF
GEORGIA

A View of Savanah as it stood the 29th of March 1734



To the Hon.ble the Trustees for establishing the Colony of Georgia in America

This View of the Town of Savanah is humbly dedicated by their Honours

Obliged and most Obedient Servant

Peter Gordon

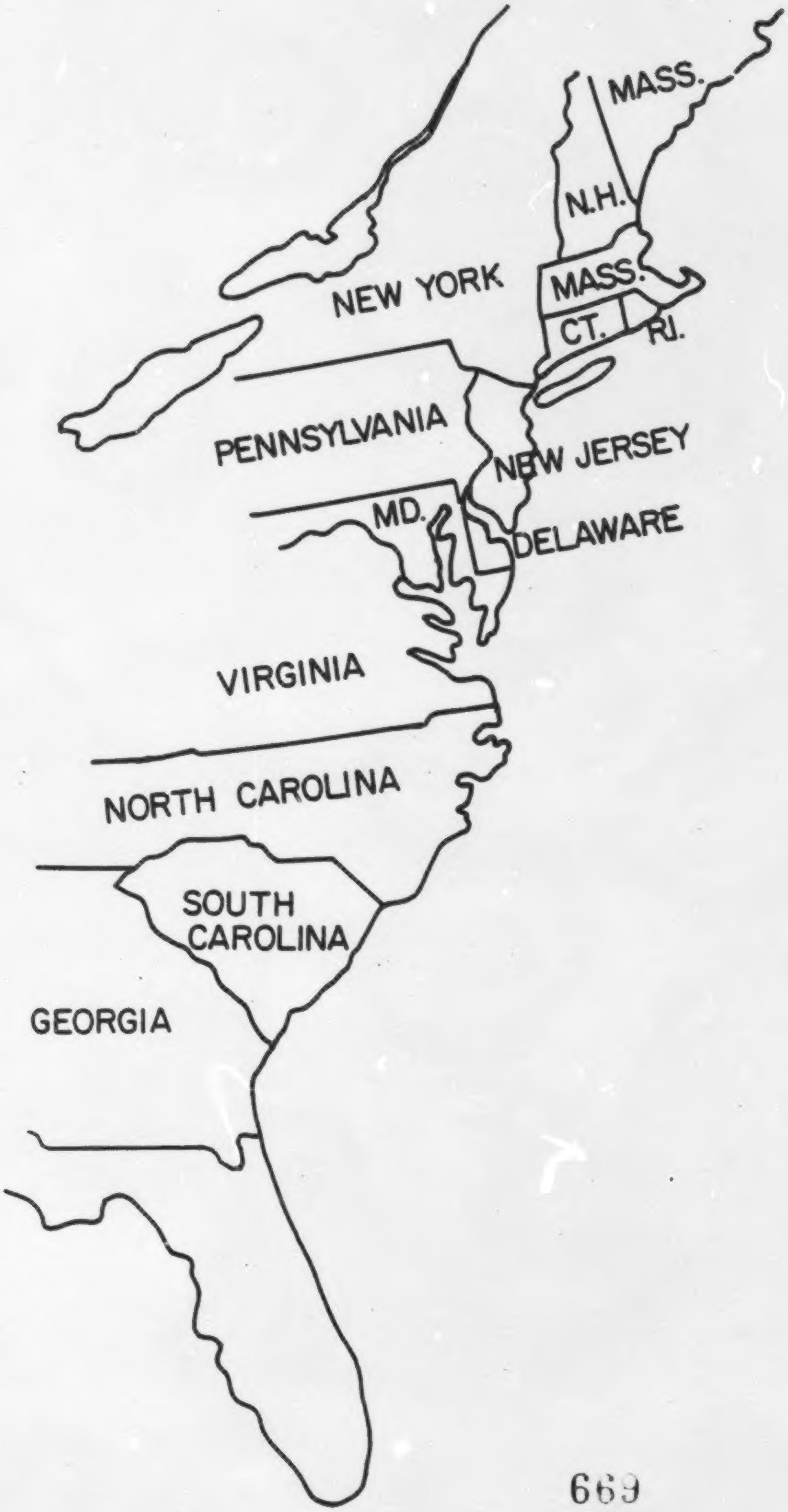
Vue de Savanah dans la Georgie

1. The Stairs going up
2. Mr. Oglethorpe's Tent
3. The Crane & Bell
4. The Tabernacle & Court House
5. The publick Mill
6. The House for Strangers
7. The publick Oven
8. The Draw Well

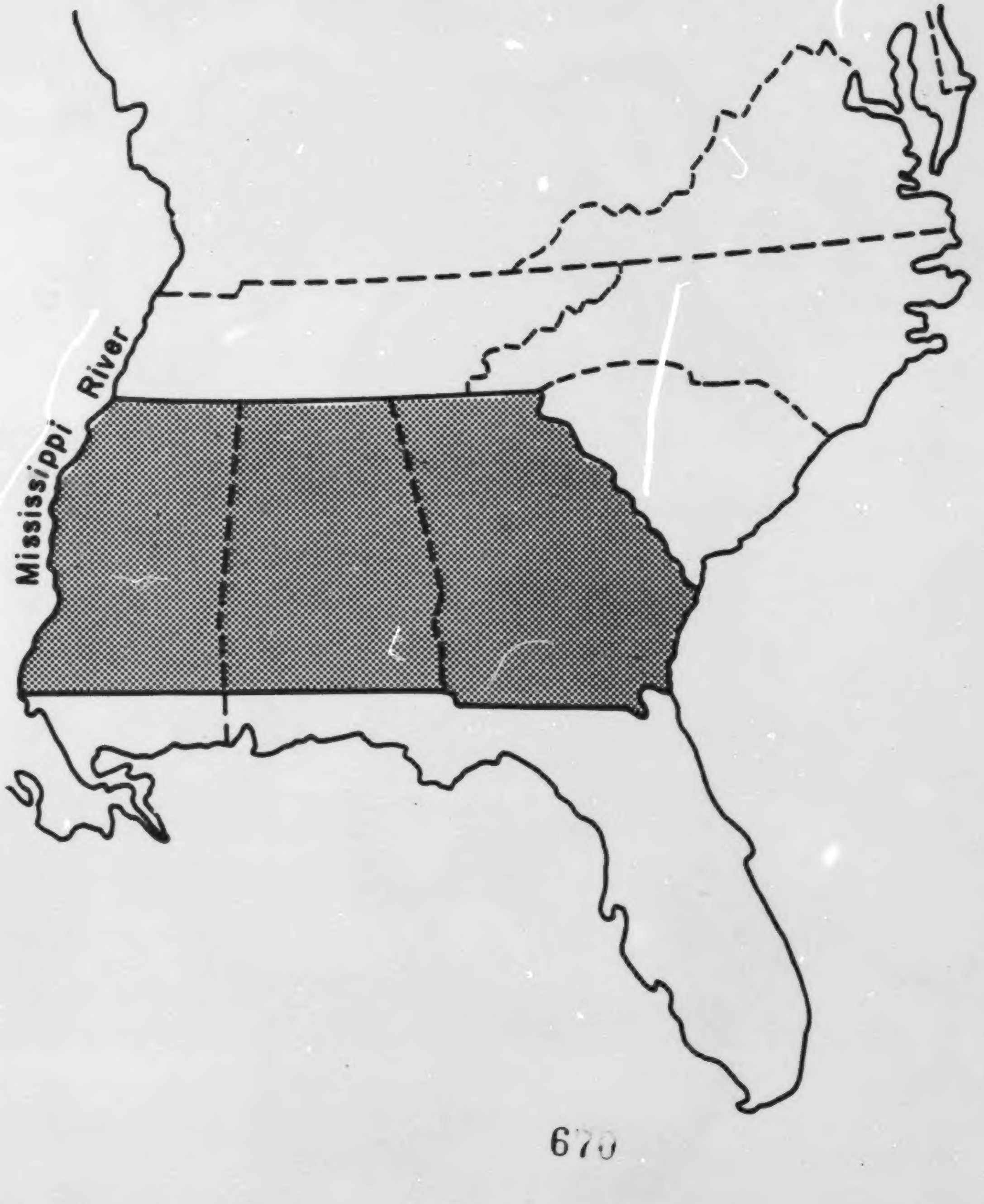
9. The Lott for the Church
10. The publick Stores
11. The Fort
12. The Parsonage House
13. The Pallisadoes
14. The Guard House and Battery of Cannon
15. Hutchinson's Island

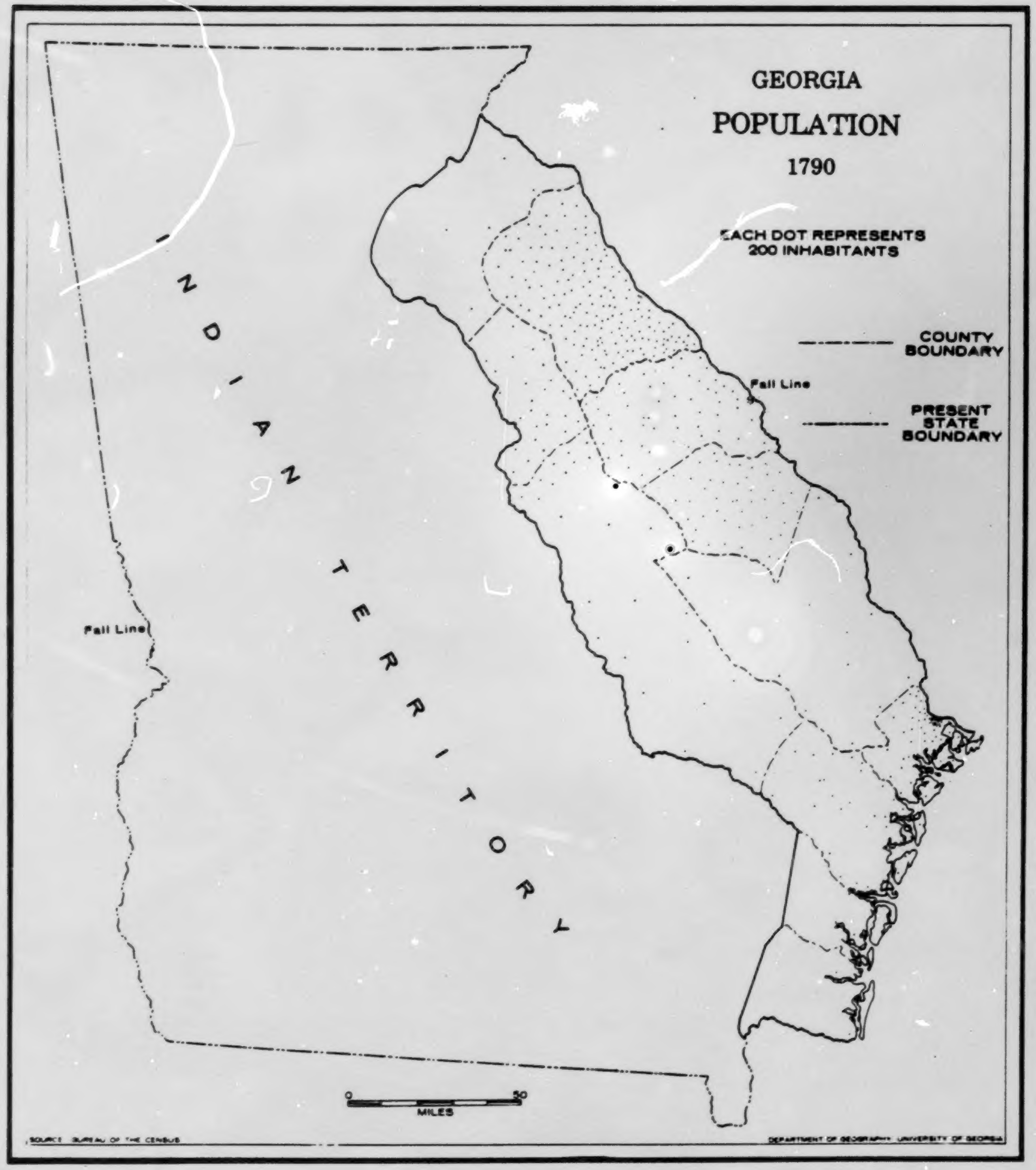
BEST COPY AVAILABLE

The Thirteen English Colonies in 1750


MASS.
N.H.
NEW YORK
MASS.
CT.
R.I.
PENNSYLVANIA
NEW JERSEY
MD.
DELAWARE
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA

GEORGIA IN 1764


Mississippi River



GEORGIA

POPULATION

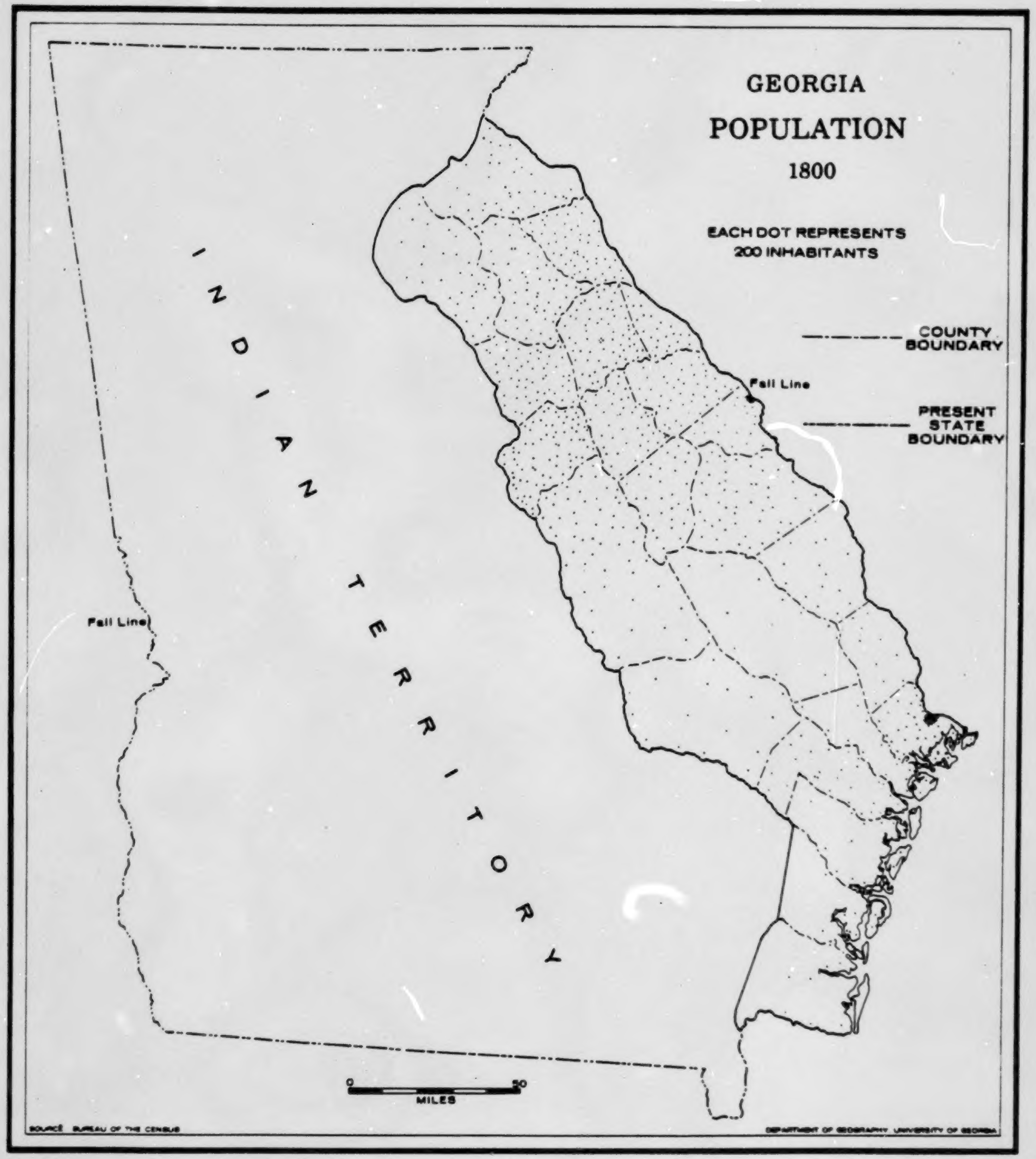
1790

EACH DOT REPRESENTS 200 INHABITANTS

INDIAN TERRITORY
Fall Line
Fall Line
COUNTY BOUNDARY
PRESENT STATE BOUNDARY
0
50
MILES

SOURCE: BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA



GEORGIA

POPULATION

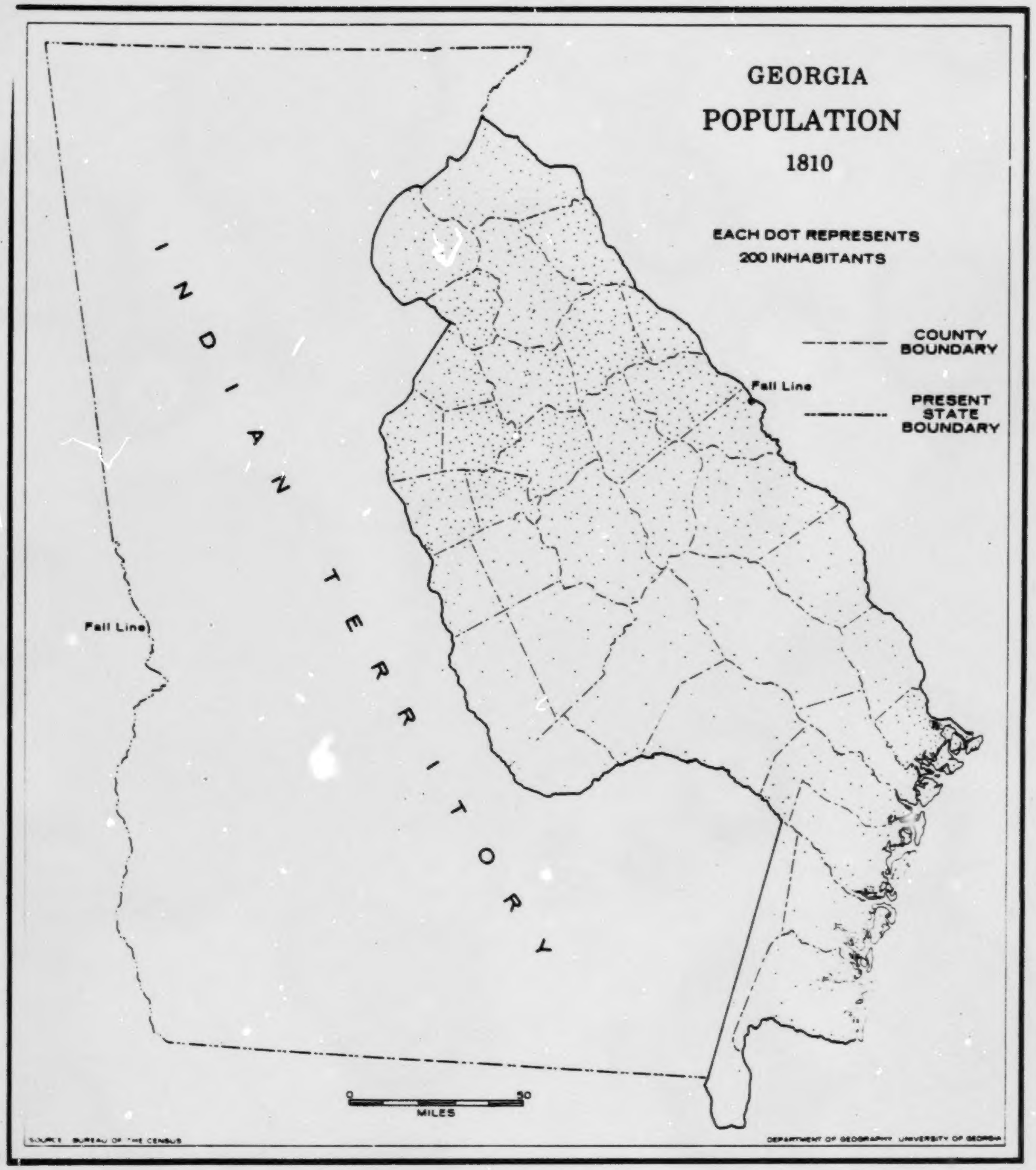
1800

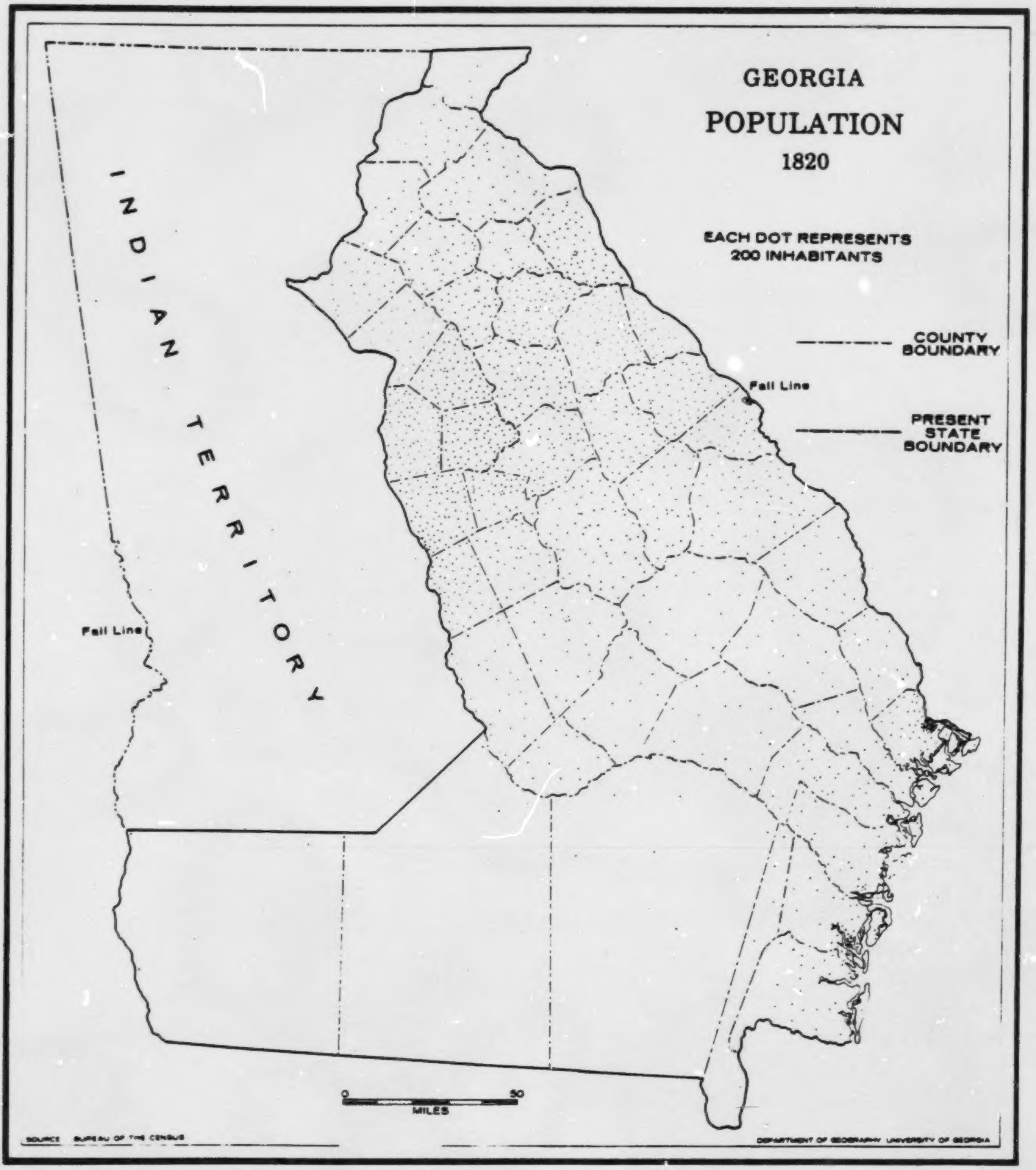
EACH DOT REPRESENTS 200 INHABITANTS

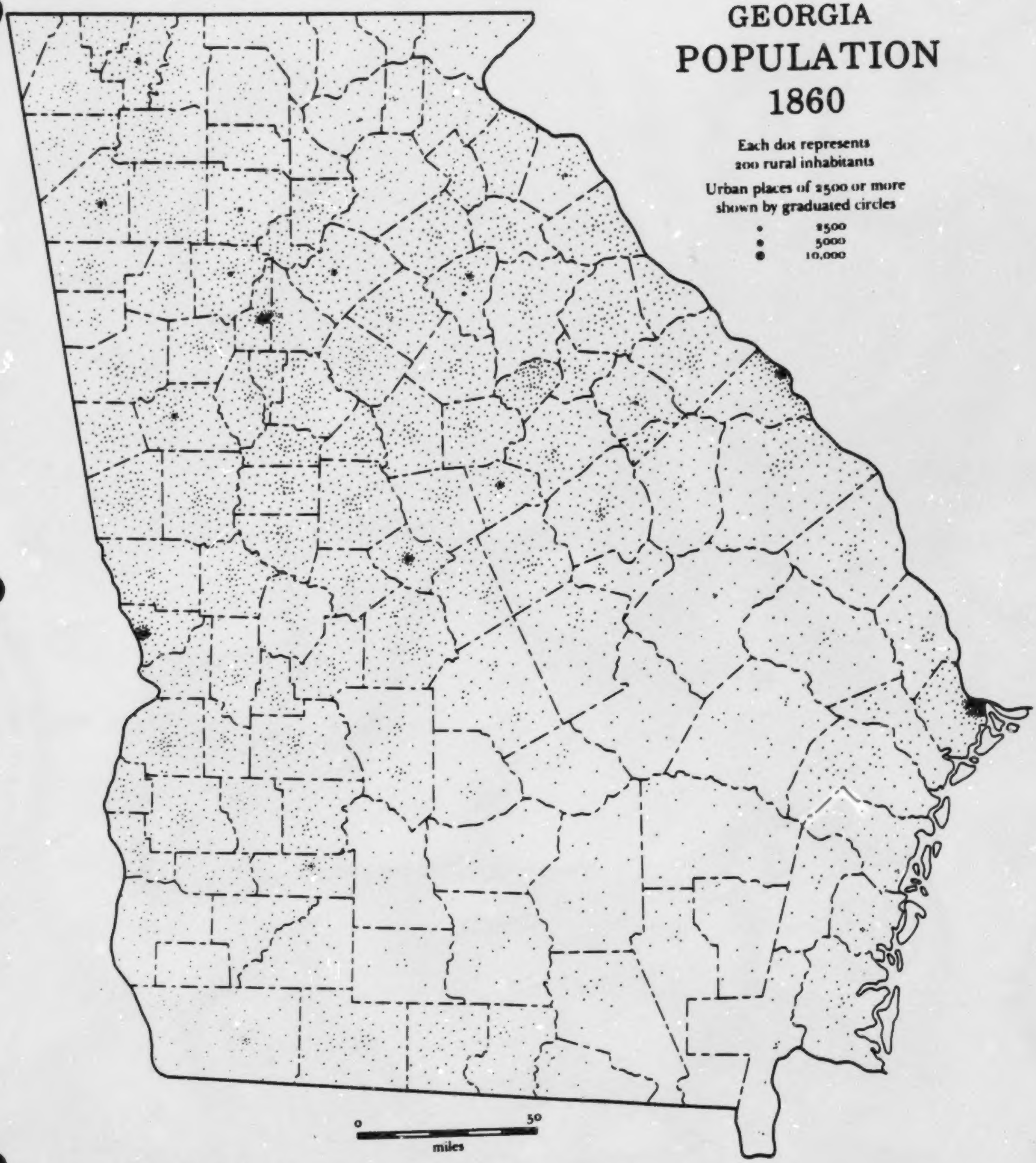
INDIAN TERRITORY
Fall Line
Fall Line
COUNTY BOUNDARY
PRESENT STATE BOUNDARY
0
50
MILES

SOURCE: BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA


GEORGIA
POPULATION
1810
EACH DOT REPRESENTS
200 INHABITANTS
COUNTY BOUNDARY
PRESENT STATE BOUNDARY
Fall Line
Fall Line
INDIAN TERRITORY
0
50
MILES
SOURCE: BUREAU OF THE CENSUS
DEPARTMENT OF GEOGRAPHY UNIVERSITY OF GEORGIA

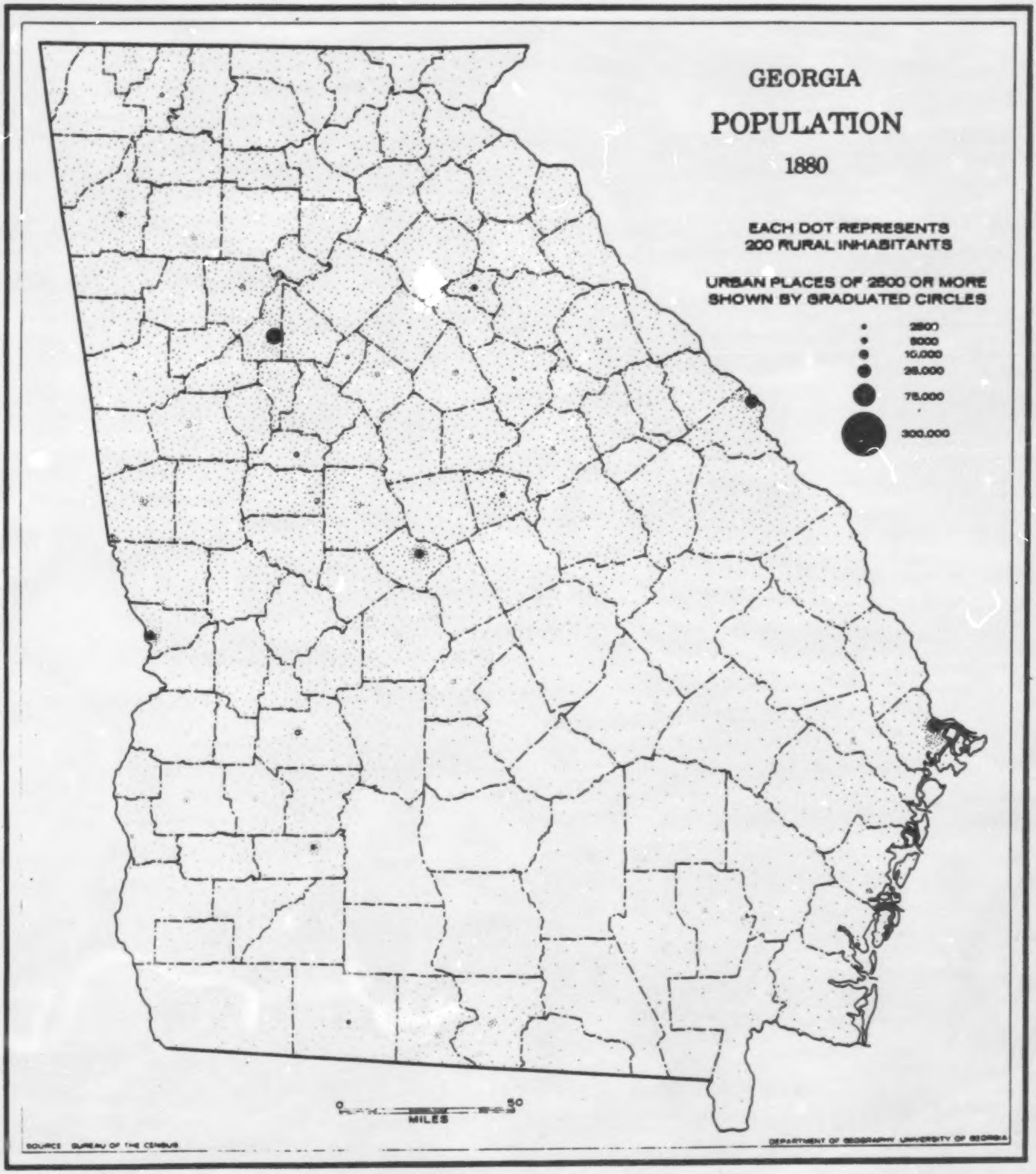

GEORGIA
POPULATION
1820
EACH DOT REPRESENTS
200 INHABITANTS
COUNTY BOUNDARY
PRESENT STATE BOUNDARY
Fall Line
Fall Line
INDIAN TERRITORY
0
50
MILES
SOURCE: BUREAU OF THE CENSUS
DEPARTMENT OF GEOGRAPHY UNIVERSITY OF GEORGIA



GEORGIA POPULATION 1860

Each dot represents 200 rural inhabitants
Urban places of 2500 or more shown by graduated circles
2500
5000
10,000
0
50
miles

Cartographic Services,
University of Georgia



EACH DOT REPRESENTS 200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
0
50
MILES

GEORGIA

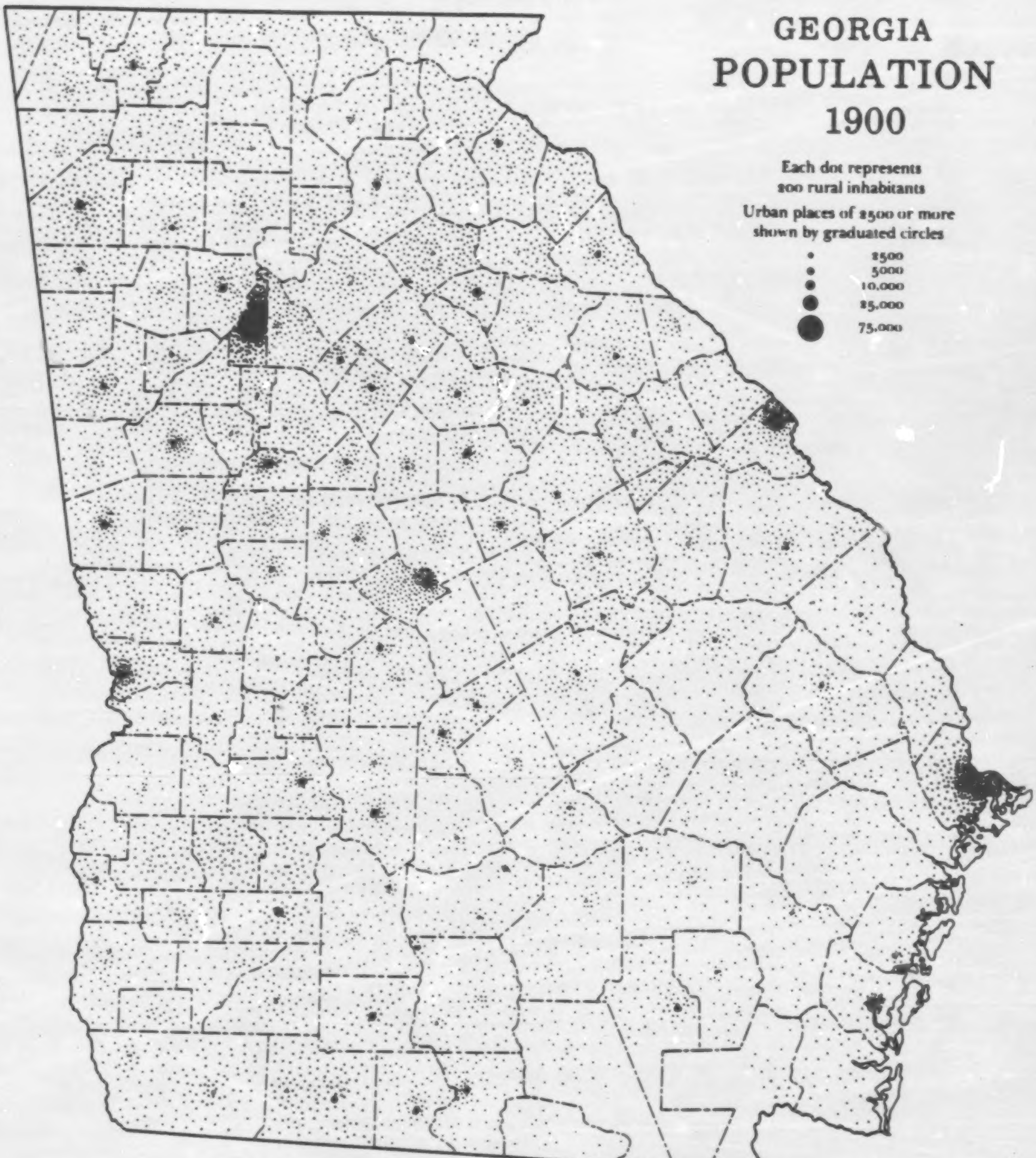
POPULATION

1880

SOURCE BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY UNIVERSITY OF GEORGIA

GEORGIA
POPULATION
1900

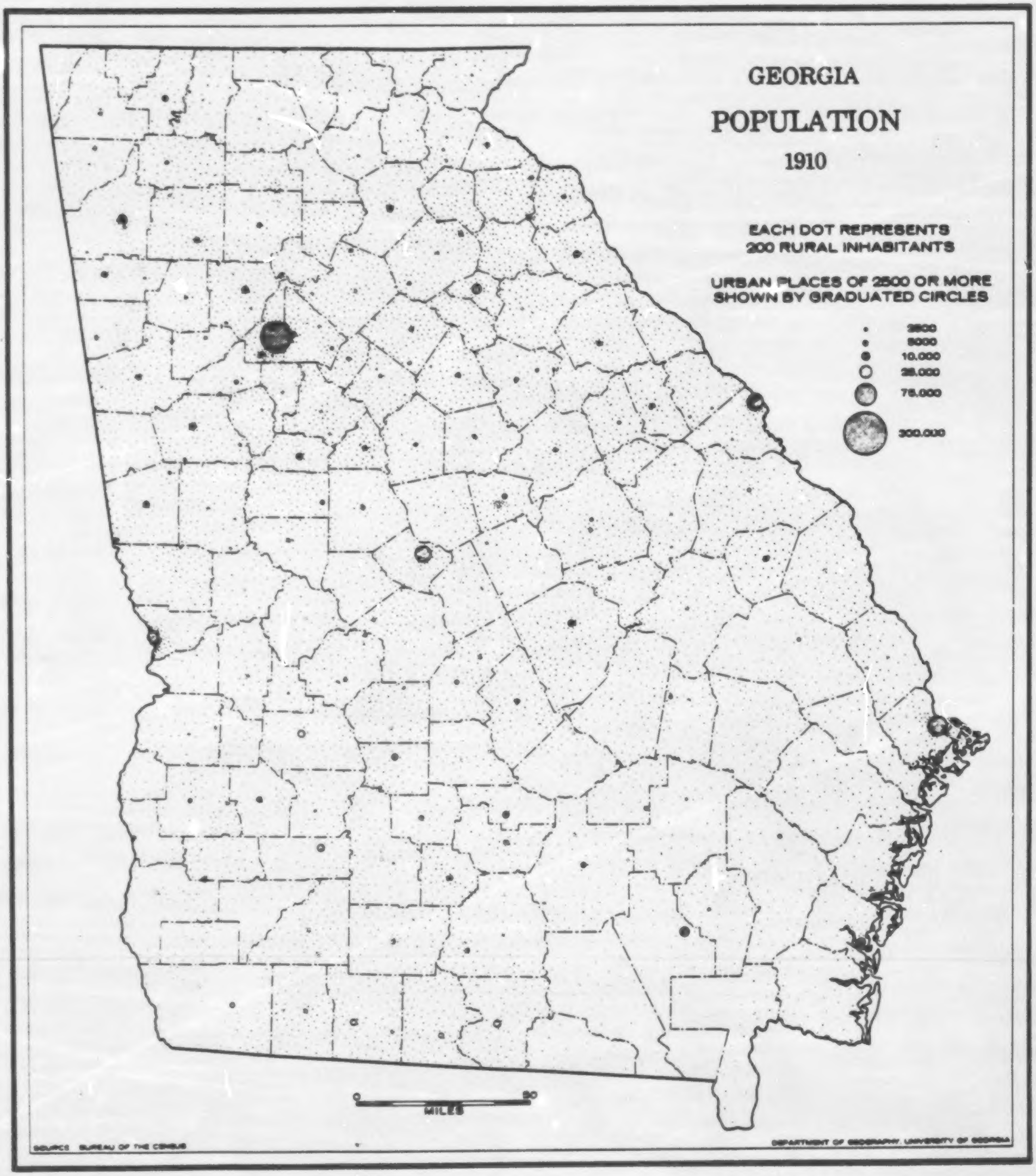


Each dot represents
200 rural inhabitants

Urban places of 2500 or more
shown by graduated circles

2500
5000
10,000
25,000
75,000
0
50
miles

Cartographic Services,
University of Georgia



GEORGIA

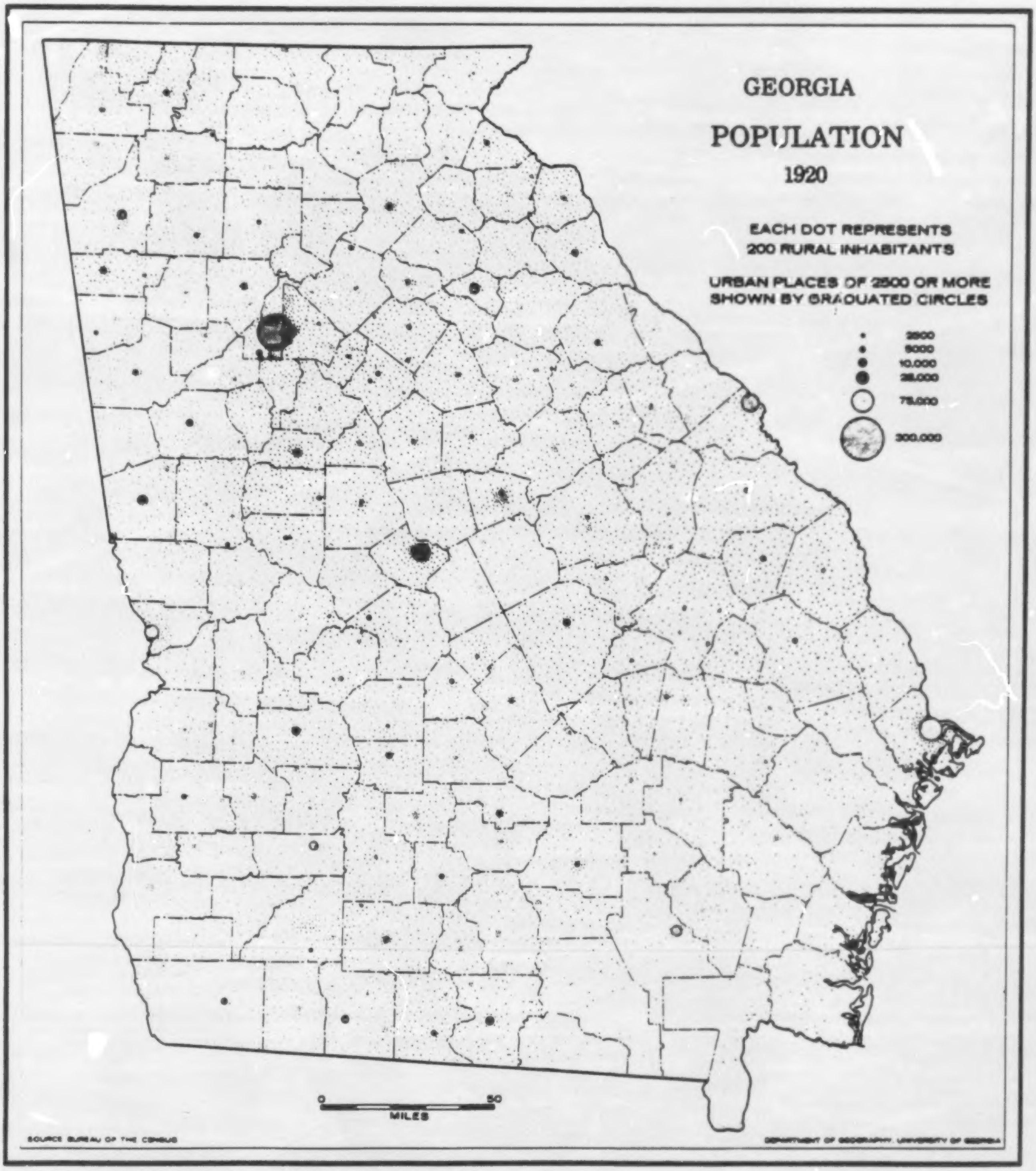
POPULATION

1910

EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
0
50
MILES

SOURCE: BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA



GEORGIA

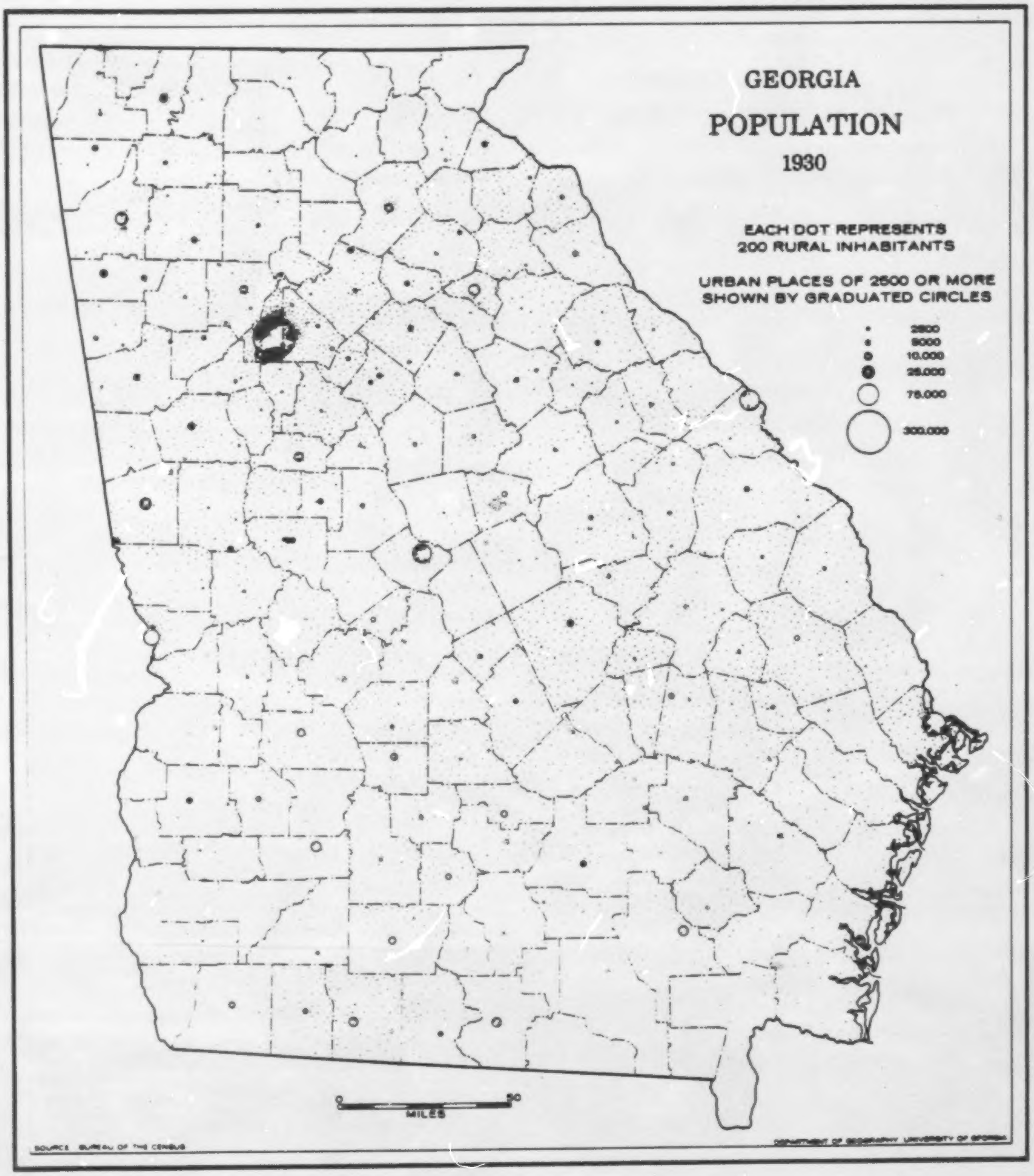
POPULATION

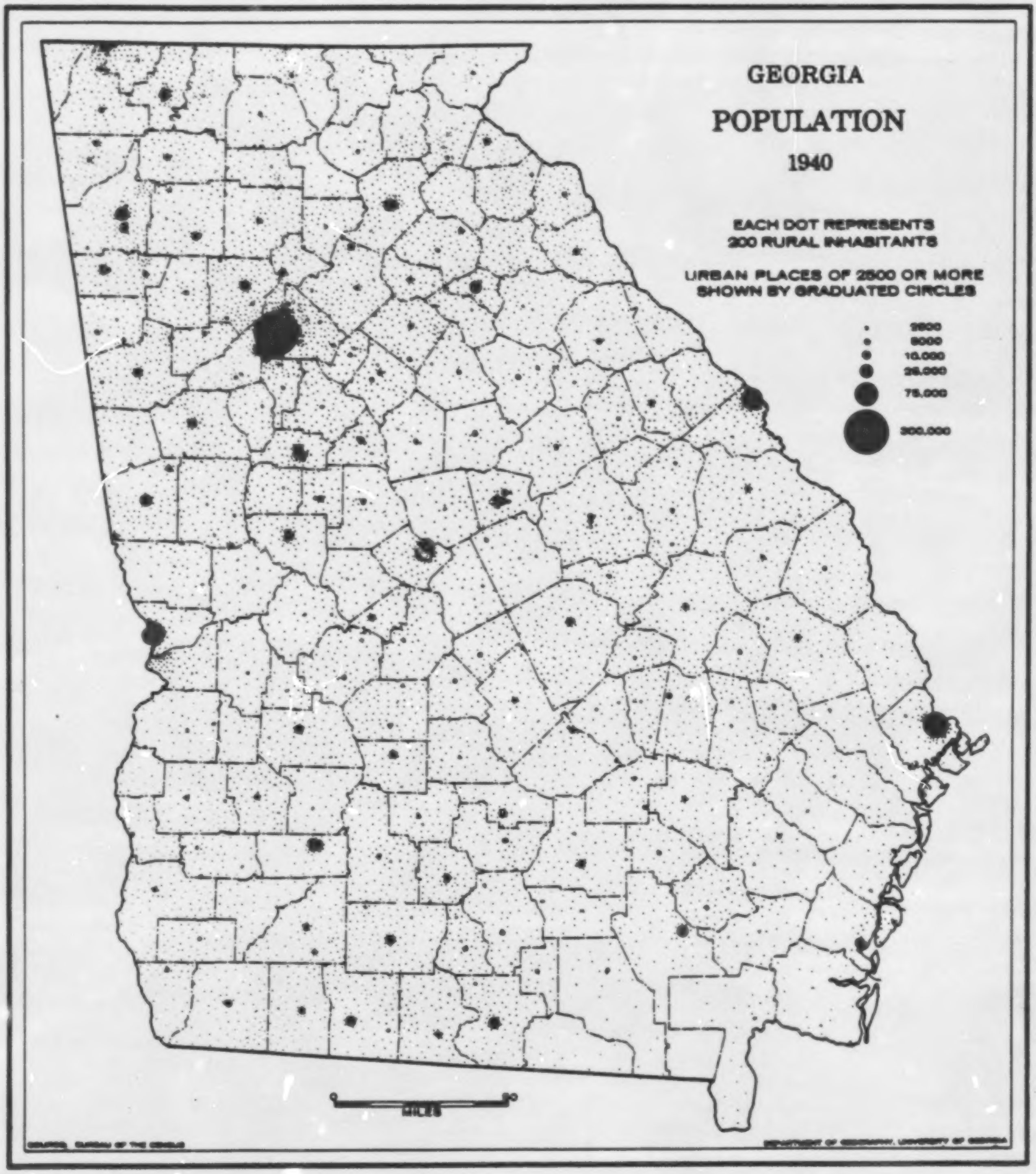
1920

EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
0
50
MILES

SOURCE BUREAU OF THE CENSUS

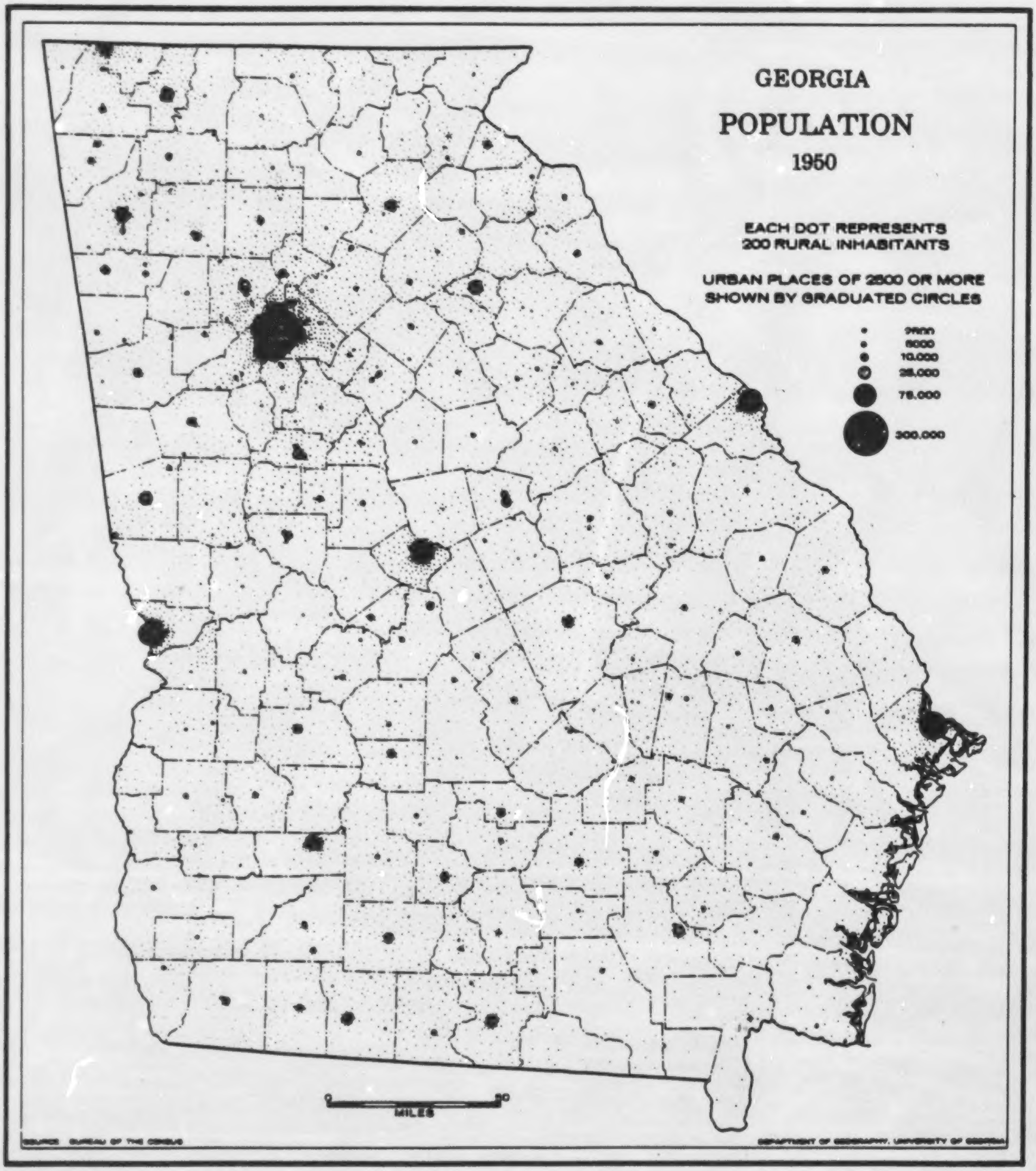
DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA


GEORGIA
POPULATION
1930
EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
0
50
MILES
SOURCE: BUREAU OF THE CENSUS
DEPARTMENT OF GEOGRAPHY UNIVERSITY OF GEORGIA


GEORGIA
POPULATION
1940
EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
MILES

SOURCE: BUREAU OF THE CENSUS

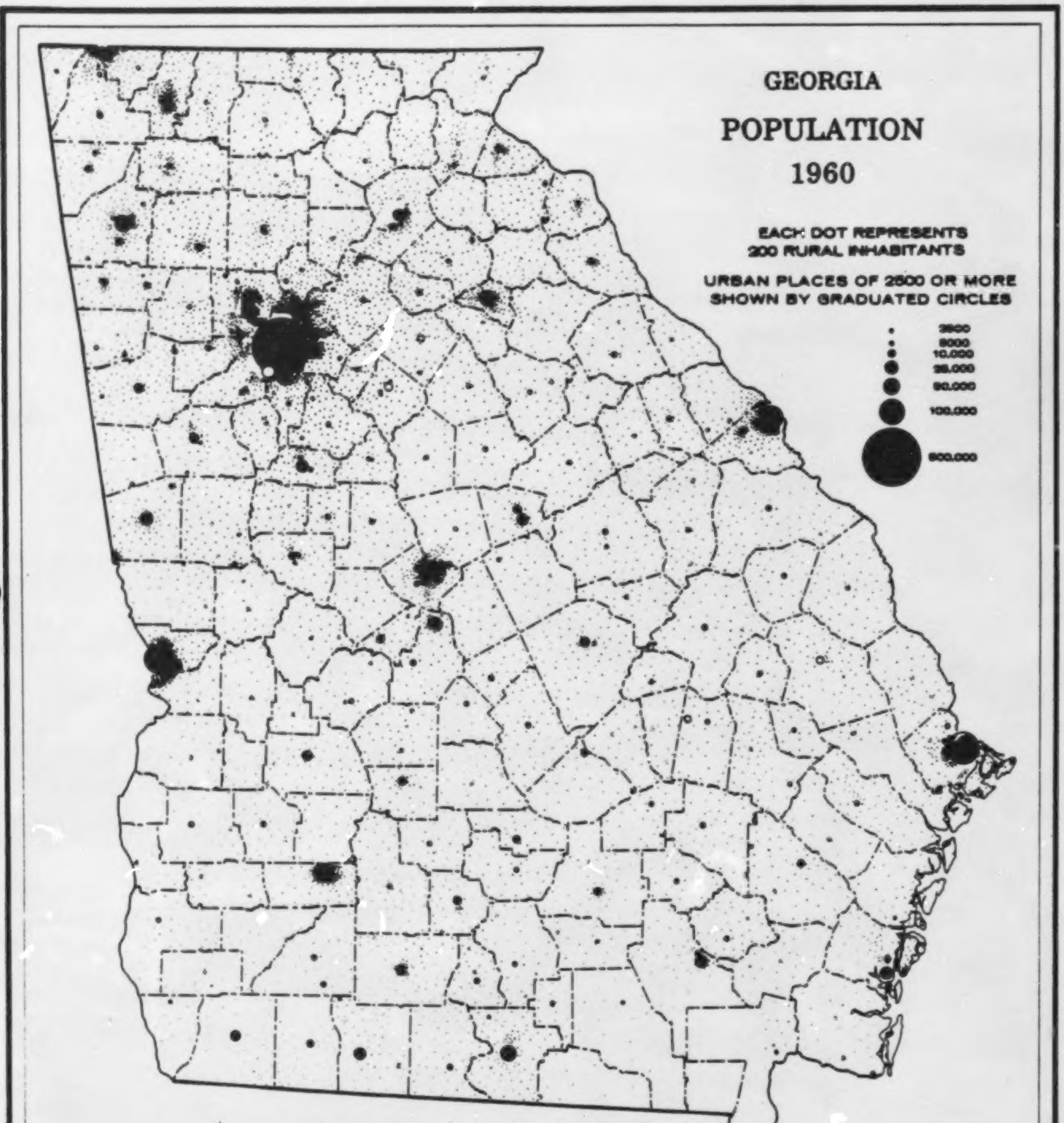
DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA


GEORGIA POPULATION 1950

EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
75,000
300,000
0
20
MILES

SOURCE: BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA



GEORGIA
POPULATION
1960

EACH DOT REPRESENTS
200 RURAL INHABITANTS
URBAN PLACES OF 2500 OR MORE
SHOWN BY GRADUATED CIRCLES
2500
5000
10,000
25,000
50,000
100,000
500,000
0
50
MILES

SOURCE: BUREAU OF THE CENSUS

DEPARTMENT OF GEOGRAPHY, UNIVERSITY OF GEORGIA

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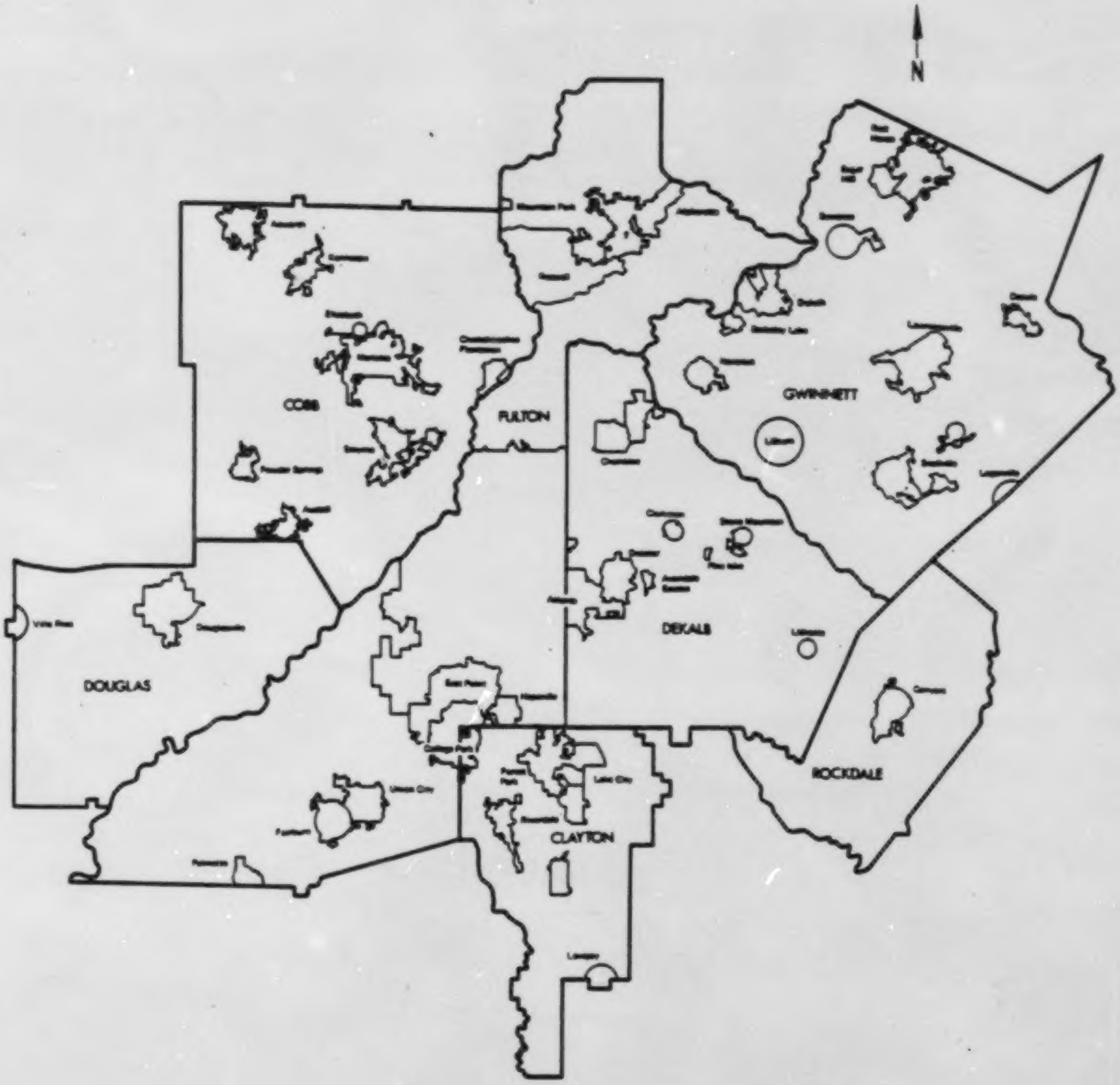
MUNICIPALITIES OF THE ATLANTA REGION


N
COBB
FULTON
GWINNETT
DEKALB
DOUGLAS
ROCKDALE
CLAYTON

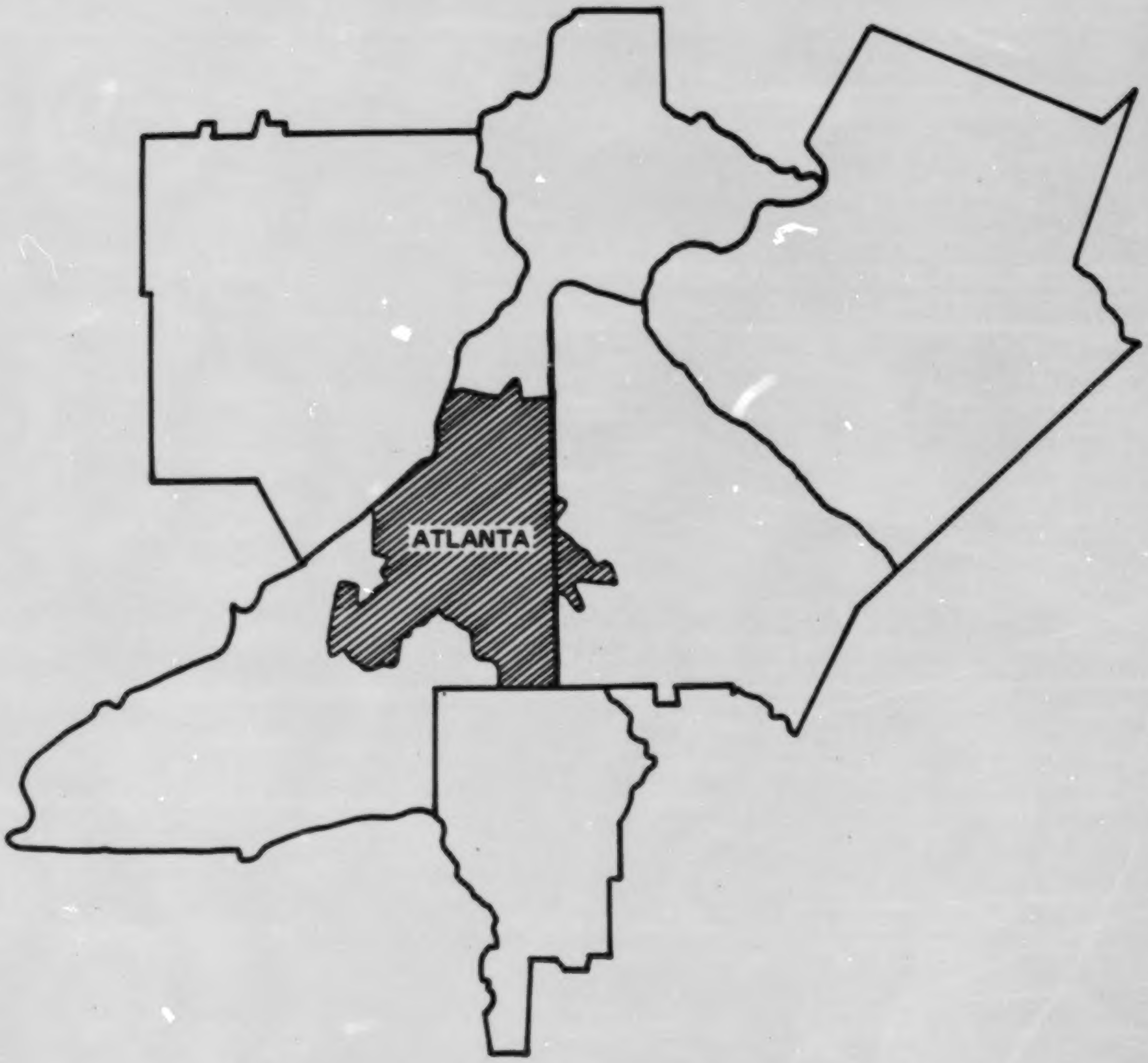
ATLANTA REGION

METROPOLITAN PLANNING DISTRICT

SHOWING MUNICIPAL AND COUNTY BOUNDARIES

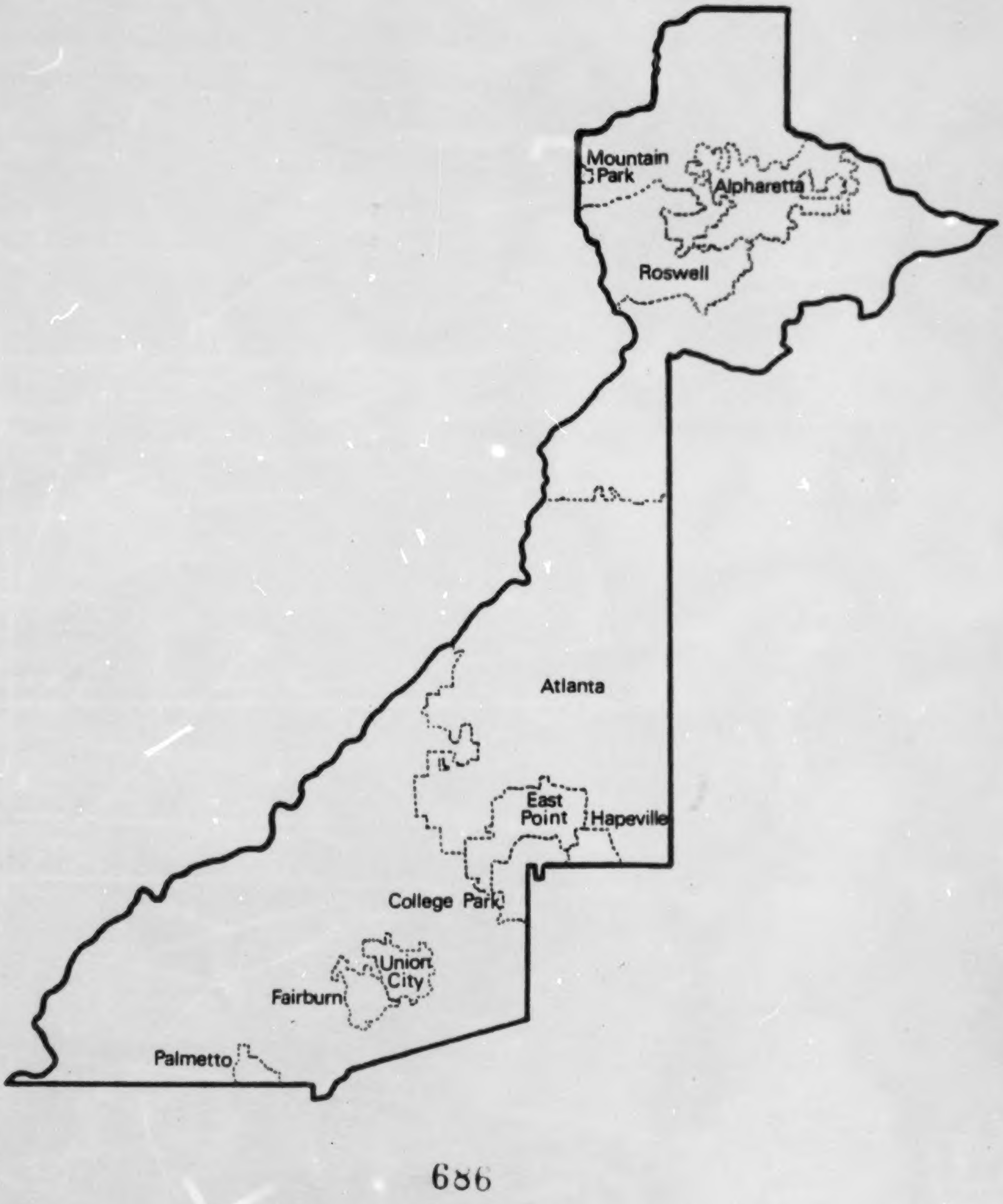
ATLANTA REGION METROPOLITAN PLANNING COMMISSION

ATLANTA REGIONAL AREA



Using the county map of Georgia, label the surrounding counties of Atlanta. The counties are:

- Clayton
- Cobb
- DeKalb
- Fulton
- Gwinnett


Mountain Park
Alpharetta
Roswell
Atlanta
East Point
Hapeville
College Park
Union City
Fairburn
Palmetto